



M.Sc. Psychological Science (Conversion)

[C808-5100]



Programme Handbook 2023-24

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1 OVERVIEW OF PROGRAMME

1.1 Introduction

Welcome to the School of Psychology and Neuroscience.

This programme in Psychological Science is aimed at students who have previously studied a Science subject at university and who achieved an upper second-class degree classification. It is particularly well suited to Life Science subjects such as Physiology or Neuroscience. Taking this conversion course allows students to work across both disciplines and have Graduate Basis for Registration with the subject's accrediting body, the British Psychological Society. It will also stretch you intellectually and provide you with skills that will be helpful in your future career. We hope that you will enjoy your time here in Glasgow. If there is anything you are not sure about, please contact the Programme Lead, Dr Maxine Swingler.

This handbook has been designed to provide an overview of the programme, and to summarise the University regulations that apply to this course and postgraduate courses in general. Sections worded 'the student must' or 'the student is required' should be given particular attention as they constitute the regulations of the Graduate School. This handbook does not, however, cover information about registration or payment of tuition fees. Students will use My Campus to register. Further details can be found via the [Registration webpage](#).

1.2 Programme Handbook

This Programme Handbook sets out some information about the structure of your M.Sc. Psychological Science programme in respect of courses and commitments. More details will be provided (added and amended) at various points throughout the year. Any handouts, such as this one, are subject to change from time to time as the content of courses and syllabuses is under regular review and may change. Check the date in the Footer of the document for 'Last updated' to see if any revisions have been made. We now use Moodle to host all our Programme Documentation and you should look to this location for a definitive statement of information relating to your course.

Caveat

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

1. Formal announcements in class, on Microsoft Teams and on Moodle are likely to supersede other printed documents
2. The web-based information will be kept as up to date as possible and will generally be more accurate than printed handouts, but please check the date in the Footer Section on documents to clarify this
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section
4. Past exam papers are obviously only a rough guide to future exams, and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements

1.3 Structure of the M.Sc.

The Psychological Science M.Sc. (Conversion) programme consists of a series of core courses: Research Methods (1 and 2), Individual Differences, Cognitive Psychology, Physiological Psychology, Social Psychology and Human Development. The core courses form the basis of our BPS accreditation. Along with the core courses, students will choose three optional courses. There are two specialised streams included in the programme: Psychology with Cognitive Neuroscience (PCN) and Clinical Psychology (CP). For PCN and CP students, there are a range of specialist options to choose from. Students who do not wish to specialise have a free choice of a wide range of options.

Students will also undertake a Research Project (dissertation) which is the final component of the BPS accreditation. For specialisations in PCN or CP, the dissertation must be in that area of research.

1.4 Aims

The programme is designed to provide the student with a broad and critical awareness of psychological theory and practice, together with opportunities to focus on aspects of psychology with particular

relevance to the students' own experience and interests. It is anticipated this approach will help students develop enquiring, problem-oriented minds with sufficient awareness of important research and applications in psychology to enable successful pursuit of careers in psychology and related disciplines. In addition, graduates from the M.Sc. will have a range of generic intellectual and practical skills including initiative, self-reliance and critical ability, which are easily adaptable to the needs of the labour market.

The aims of this programme are:

- To enhance understanding of the major themes and research methods in psychology and to do this at Masters level
- To provide training in psychological research methods by means of laboratory and project work

1.5 *Intended Learning outcomes*

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

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

1.6 *Skills and Other Attributes*

By the end of this programme, students will achieve the following:

Subject-specific/practical skills

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

Intellectual skills

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

Transferable/key skills

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

1.7 *Programme Lead and Programme Administrator details*



Programme Lead - Dr Maxine V Swingler
Email: MAXINE.SWINGLER@GLASGOW.AC.UK



Programme Administrator - Miss Amanda Lynch
Email: AMANDA.LYNCH@GLASGOW.AC.UK

1.8 *Tier 4*

As a Tier 4 sponsor, the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the

requirements of the immigration rules as a student. If you are a Tier 4 student, please familiarise yourself with [your responsibilities and the regulations on progression](#).

1.9 GDPR

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

Information regarding the University's [Student Privacy Notice](#) is also available.

2 PROGRAMME: IN DEPTH

2.1 Admission

The requirement is that the applicant has already obtained a second-class Honours degree, class 2:1, in a Science subject. Applicants from overseas must conform to the University's proficiency in English language requirements. Details can be found on the [Psychological Science programme page](#), under the tab 'Entry Requirements'.

YOU WILL REGISTER FOR THE COURSE VIA MY CAMPUS – DETAILS OF WHEN AND HOW YOU SHOULD DO THIS WILL BE SENT TO YOU BY THE ADMISSIONS SERVICE BEFORE THE PROGRAMME BEGINS.

2.2 Programme Requirements

The programme is offered on a full-time basis only, the normal period of study being 12 months, starting at the beginning of the academic year on September 18th, 2023. Each candidate shall undertake a prescribed course of study and shall also be required to submit a project report.

For administrative purposes, students belong to the College of Medical, Veterinary and Life Sciences.

2.3 Programme Structure

The components of the M.Sc. Psychology (conversion) are as follows:

Core Courses

- Cognitive (10 credits)
- Human Development (10 credits)
- Individual Differences (10 credits)
- Physiological Psychology (10 credits)
- Research Methods 1 (20 credits)
- Research Methods 2 (20 credits)
- Research Project (Dissertation) (60 credits)
- Social (10 credits)

Optional Courses

- Applied Qualitative Methods in Psychology (10 credits)
- Autism^{*/**} (10 credits)
- Basics of fMRI^{*} (10 credits)
- Cognitive Neuroscience: Insights into Brain Plasticity^{*} (10 credits)
- Counselling^{**} (10 credits)
- Current Issues in Psychology (10 credits)
- Forensic Psychology (10 credits)
- From Visual Awareness to Free Will (10 credits)
- Health Neuroscience^{*/**} (10 credits)
- Neuropsychological Deficits^{*} (10 credits)
- Neuroscience of Decision Making^{*} (10 credits)
- Perception and Vision Cognition^{*} (10 credits)

- Professional Skills (10 credits)
- Psychology of Biology and Mental Disorders** (10 credits)
- Sleep and Circadian Timing** (10 credits)
- Virtual Reality (20 credits)

Students who do not wish to specialise should choose any 30 credits worth of options from this list

*Students who wish to specialise in Psychology & Cognitive Neuroscience (PCN) should choose any 30 credits worth of these courses

**Students who wish to specialise in Clinical Psychology (CP) should choose any 30 credits worth of these courses

2.4 Dissertation

Guidance on dissertations can be found on the MSc conversion dissertation Moodle page which will be available in Semester 2. There is a timetabled Dissertation session in January to introduce students to the dissertation project. Please ensure you familiarise yourself with the information in the Dissertation Moodle.

2.5 Lecture Summaries and Reading Lists

Further details regarding Lecture summaries and reading lists can be found on the relevant Psychology Moodle pages and University Library reading lists. Links to these will be supplied throughout the year through the Forums. Please do not unsubscribe yourself from the Moodle forums or Microsoft Teams channels. The course and programme Microsoft Teams channels are our main means of communication with you.

2.6 Timetable

NOTE THIS TIMETABLE WAS CORRECT AT TIME OF PUBLISHING, THE MOST UP TO DATE TIMETABLE CAN ALWAYS BE FOUND ON MYCAMPUS.

SEMESTER 1

W/B	MON 2-4	TUE 11-12	TUE 2-4	WED 9-11	WED 11-12	WED 3-5	THUR 11-1	THUR 3-5	FRI 10-12	FRI 11-12	FRI 2-3
18-SEP		HUMAN DEVELOPMENT					PROF SKILLS				RM1
25-SEP		HUMAN DEVELOPMENT					PROF SKILLS			SOCIAL PSYCHOLOGY	RM1
2-OCT		HUMAN DEVELOPMENT					PROF SKILLS	RM1 WK1	RM1 WK1		RM1
9-OCT		HUMAN DEVELOPMENT					PROF SKILLS			SOCIAL PSYCHOLOGY	RM1
16-OCT		HUMAN DEVELOPMENT					PROF SKILLS				RM1
23-OCT	R E A D I N G W E E K										
30-OCT	CURRENT ISSUES	HUMAN DEVELOPMENT	AQM	FVA2FW		HEALTH NEUROSCI	COUNSELLING			SOCIAL PSYCHOLOGY	RM1
6-NOV	CURRENT ISSUES	HUMAN DEVELOPMENT	AQM	FVA2FW		HEALTH NEUROSCI	COUNSELLING	RM1 WK2	RM1 WK2		RM1
13-NOV	CURRENT ISSUES	HUMAN DEVELOPMENT	AQM	FVA2FW		HEALTH NEUROSCI	COUNSELLING			SOCIAL PSYCHOLOGY	RM1
20-NOV	CURRENT ISSUES	HUMAN DEVELOPMENT	AQM	FVA2FW		HEALTH NEUROSCI	COUNSELLING				RM1
27-NOV	CURRENT ISSUES	HUMAN DEVELOPMENT	AQM	FVA2FW	EXAM PREP	HEALTH NEUROSCI	COUNSELLING			SOCIAL PSYCHOLOGY	

SEMESTER 2

W/B	MON 10-12	MON 1-2	MON 2-4	TUE 10-12	TUE 2-4	WED 9-11	WED 11-12	WED 12-2	WED 3-5	THUR 12-1	THUR 2-4	THUR 4-5	FRI 10-12	FRI 2-3
8-JAN	AUTISM		FORENSIC	CNIBP				VIRTUAL REALITY	IND DIFF	PVC	SCT	COGNITIVE		RM2
15-JAN	AUTISM	PHYSIOLOGICAL	FORENSIC	CNIBP	DISSERTATION	RM2 WK3		VIRTUAL REALITY	IND DIFF	PVC	SCT	COGNITIVE	RM2 WK3	RM2
22-JAN	AUTISM		FORENSIC	CNIBP				VIRTUAL REALITY	IND DIFF	PVC	SCT	COGNITIVE		RM2
29-JAN	AUTISM	PHYSIOLOGICAL	FORENSIC	CNIBP				VIRTUAL REALITY	IND DIFF	PVC	SCT	COGNITIVE		RM2
5-FEB	AUTISM		FORENSIC	CNIBP				VIRTUAL REALITY	IND DIFF	PVC	SCT	COGNITIVE		RM2
12-FEB	READING WEEK													
19-FEB		PHYSIOLOGICAL		NEURO DEC MAKING	PBMD			VIRTUAL REALITY	NEURO DEF	PVC		COGNITIVE	BASICS OF FMRI	RM2
26-FEB				NEURO DEC MAKING	PBMD			VIRTUAL REALITY	NEURO DEF	PVC		COGNITIVE	BASICS OF FMRI	RM2
4-MAR		PHYSIOLOGICAL		NEURO DEC MAKING	PBMD			VIRTUAL REALITY	NEURO DEF	PVC		COGNITIVE	BASICS OF FMRI	RM2
11-MAR				NEURO DEC MAKING	PBMD			VIRTUAL REALITY	NEURO DEF	PVC		COGNITIVE	BASICS OF FMRI	RM2
18-MAR		PHYSIOLOGICAL		NEURO DEC MAKING	PBMD		EXAM PREP	VIRTUAL REALITY	NEURO DEF	PVC		COGNITIVE	BASICS OF FMRI	

3 COURSEWORK

3.1 Method of Assessment

Several courses have a continuous form of assessment to a maximum of 100%. A summary is provided below. All other options consist of 100% examination assessment. Deadlines are set out in the feedback calendar at the end of this documentation.

COURSE	TYPE OF COURSEWORK	% OF OPTION
Prof Skills	Portfolio	100%
FVA2FW	Critical Review or Comp Prog or Data Analysis	100%
Health Neuroscience	Report	100%
Social Psychology	Portfolio	100%
Current Issues	Essay	100%
Autism	Group Abstract Presentation	10% 90%
Basics of fMRI	Scientific Report	100%
Dissertation	Research Project	100%
Counselling	Annotated Bibliography Essay	20% 80%
Virtual Reality	Critical Review	100%

RM1 and RM2	TYPE OF COURSEWORK	% OF OPTION
RM1	MCQs	5%
RM1	Data Skills w/sheet 1	7.5%
RM1	Registered Report Stage 1	30%
RM1	Data Skills w/sheet 2	7.5%
RM1	Registered Report Stage 2	50%
RM2	R Portfolio ANOVA	5%
RM2	Group Project Proposal	30%
RM2	R Portfolio Regression	5%
RM2	MCQs	10%
RM2	Qualitative Project	50%

3.2 Coursework Requirements

Please note these points:

- All coursework must be submitted by 12 noon (UK time) on the published deadline
- All coursework will be submitted electronically unless otherwise stated
- All coursework submitted should (unless otherwise advised) be word processed using A4, 1.5-spaced text, and a standard font such as Arial, Geneva or Times Roman, with a standard point size of 11 for the main text
- Page numbers are required and, ideally, they will be of the format shown in the Footer in this document, i.e., showing how many pages in the entire document as well
- All coursework must be submitted with a Title Page which will be available to download from the relevant Moodle page

3.3 Coursework Submission

Your coursework will be marked electronically, and you will be asked to submit through Moodle assignment activities. Assignment activities usually open about 1 week before assignments are due

and consist of a draft submission for self-checking similarity and a final submission activity that will be your assessed work.

3.4 Correct File Submission

You will be asked to submit your coursework through a Moodle assignment submission link for electronic marking (meaning that we use digital technology during the marking process). Assignment submission links will normally open about 1 week before assignments are due. In the case that coursework is subject to similarity checking through Turnitin, we will make available a draft submission for self-checking similarity, and a final submission that will be assessed. For other assignments, there will be only one assignment link.

Please Note: It is your responsibility to ensure that the correct file has been uploaded to the final submission, so check carefully that it is the correct version before you submit for marking. The following appears in the [Guide to the Code of Assessment \(Chapter 2, p4\)](#):

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

3.5 Title Page for Submission of Coursework

Coursework should be submitted with a proper Title Page attached to it. These will be made available for download on the School of Psychology & Neuroscience 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). Please note that work without the proper Title Page will not be accepted.

3.6 Plagiarism and the use of Artificial Intelligence

The University of Glasgow takes a very strong line against plagiarism. The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.

Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration. Full details of the university's rules on plagiarism are available via the [Plagiarism webpage](#).

This is a reminder regarding the University's policy on plagiarism. You cannot receive credit for work that is not your own, so it is not permitted to submit unacknowledged or incorrectly referenced material. It is also not permitted to submit material taken from another person's work, or from work you have submitted yourself at another time. A range of websites now offer 'custom writing services' which they claim do not constitute cheating and promise to be plagiarism-free. Some of these providers have been advertising their services around the University campus. If you ask someone else to write your work for you, it is cheating, regardless of the reassurances on these websites. You are not allowed to submit work that has originated from one of these sites. All work you submit must be your own.

The University of Glasgow (with Russell Group peers) believes artificial intelligence (AI) tools are potentially transformative as well as disruptive. They increasingly feature in academic and professional workplaces. Consequently, rather than seek to prohibit students' use of these tools, we want to support you in learning how to use them effectively, ethically, critically, and transparently. You will be provided with guidance on what are appropriate uses of AI tools for each assessment, however, it is important to understand that using AI tools to generate assessment content and submit it as if it was your own work is plagiarism.

If you submit plagiarised work or work written for you by another person or organisation, you are committing a serious breach of the Student Contract 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.

3.7 Software for Detecting Plagiarism

All written coursework is to be submitted through Turnitin, which is the University software for detecting similarity with other sources. You will find Moodle activities for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces are 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. With draft submissions, there will be guidelines about how to approach instances of similarity and these guidelines consider whether the assignment involved group work, was an individual piece, and what the characteristics of the assignment were. Please note that draft and final submissions activities on Moodle must only be used for the intended assignment, and you should never use another student's account. All exams are submitted through Turnitin via the examinations Moodle pages, please note that the draft submission facility is not available for exams.

3.8 Coursework Deadlines

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

3.9 Late Submission

The University has compulsory regulations covering the late submission of work, as follows:

- Work submitted no more than 5 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 2 secondary bands for each working day (or part of a working day) the work was submitted late
- Work submitted more than 5 working days after the deadline will be awarded Grade H (zero)
- Where feedback is provided to the student class within 5 working days of submission, for pieces of work less than 25% of the course's summative assessment, any late submissions will be awarded Grade H (zero)
- Penalties for late submission of coursework will not be imposed if Good Cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar

3.10 Late Coursework or Missed Exam due to Good Cause

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University, and you must do this as soon as possible. Further information is available within the University's [Code of Assessment](#).

Below is a summary of the key points. If you are unclear about anything, please contact your Programme Lead – Dr Maxine Swingler (Maxine.swingler@glasgow.ac.uk).

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 started within a week of the assessment date
- All Good Cause applications will be considered by the course convener. This is the Programme Lead, Dr Maxine Swingler. However, all final decisions will be made by the Board of Examiners
- The outcome of the application will be determined at the discretion of the course convener, who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond 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 5 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 MSc degree. If the student has initially been returned as CW, their performance in the August diet will be capped at 12.0, or 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. Further details are available via the [Good Cause FAQ webpage](#).

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

3.11 M.Sc. Projects - Ethical Clearance

M.Sc. students should obtain ethical clearance for their projects using the ethics form on the Dissertation Moodle site. This is filled out by the student and checked by the supervisor. It is then submitted online to the College Ethics Committee for approval. Resources to support you in your ethics application can be found on the M.Sc. Conversion Dissertation Moodle page.

IMPORTANT:

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 \(the PVG Scheme, former Enhanced Disclosure Scotland Scheme\)’](#).

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

Forms are submitted through the [Integrated Research Applications System \(IRAS\)](#). Guidance from the University of Glasgow can be found on our [Research webpage](#).

3.12 *The General Data Protection Regulation*

Data gathered for dissertations is subject to GDPR. This means that you need to clearly inform participants about the purpose for which you gather data, and you need to store data in accordance with the regulation. GDPR applies to all personal data (names, e-mail addresses, location data etc.) and special category data (race, religion, sexuality, political affiliations, health and mental health, etc.). Keep data safe by 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, 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 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 Academic Policy & Governance monitors all aspects of course development, approval and implementation, together with pass rates, grade distributions and a range of quality indicators. This is achieved by a policy of new course approval, and an annual course monitoring process involving a range of staff and student feedback mechanisms. In addition, there is a periodic full review of school teaching, titled The Periodic Subject Review.

4.3 *School Quality Assurance*

The agent for quality assurance issues on the M.Sc. is the school's Learning and Teaching 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 is taken where appropriate.

4.4 *External Examiner*

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

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

4.5 Student Feedback

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

Individual Contact with Staff

All students are encouraged to approach individual Course Leads with problems. Course Leads have a responsibility to ensure that each year of the course runs smoothly.

Class Representatives - Staff/Student Liaison

Student Representatives of the class (Class Reps) are elected at the beginning of the academic year. These representatives are invited to School Meetings and are encouraged to act generally as mediators between the class as a whole and the staff, as individuals or as a School – thus, through the representatives, class views can be given at these meetings and details of other school business relayed back. Meetings with the Course Leads and course team are held as and when needed, with at least 1 per semester. It is expected, however, that a more informal dialogue is continued with the Course Lead and that most problems are dealt with at this level. In addition, Class Representatives are expected to contribute to Open Days and Applicants Days throughout the year.

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

Course Evaluation Surveys by Students

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

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

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

5 COURSE OUTLINES

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

5.1 Core Course Outlines

Cognitive Psychology - Dr C Kuepper-Tetzel

Aims: The overall aim is to broaden and deepen knowledge of Cognitive Psychology (introducing novel knowledge to students without prior knowledge in this subject) with a focus on how key findings and theories apply to real-world scenarios.

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

- Discuss how research in Cognitive Psychology is conducted and critically evaluate findings and reflect on their applicability to authentic settings
- Critically evaluate the fundamental findings on how humans think, reason, solve problems, develop expertise, and make decisions
- Critically evaluate how to apply findings from Cognition Psychology to real-world scenarios

Human Development – Dr A Revueltas Roux

Aims: This course explores development and its diversity across the lifespan including childhood, adolescence and ageing. It explores social and emotional development, cognitive development and their necessary interactions and the impact of factors such as culture and context on these varied developments.

Outcomes: By the end of the course, students will be able to:

- Undertake critical evaluations of data collecting procedures in developmental psychology, especially in complex and vulnerable cohorts
- Critically evaluate evidence from a range of empirical studies on age-related change at key stages through the life span from prenatal development through childhood, to adolescence, and into old age.
- Identify and define the evidence for risk and protective factors in development
- Critically analyse the interplay between genetics and environment on development

Individual Differences - Dr E Dawydiak

Aims: To provide coverage of individual differences in personality, emotion and intelligence, including coverage of the brain systems involved in these.

Outcomes: By the end of the course, students will be able to:

- Demonstrate a critical understanding of key contributions of neuroscience to the investigation of individual differences
- Demonstrate a critical awareness of the contribution of a range of wider disciplines to the study of individual differences
- Critically evaluate research exploring key aspects of individual differences in emotion and emotion regulation
- Demonstrate a critical awareness of key contemporary research evidence related to intelligence
- Demonstrate an extensive critical understanding of trait theory and key applications in practice

Physiological Psychology – Dr J Murray

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, genetics and epigenetics in behaviour, and critical evaluation of cognitive neuroimaging techniques.

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

Research Methods 1 – Dr P McAleer and Dr J Bartlett

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

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

- Understand and apply the principles of open and reproducible science
- Generate and explore hypotheses and research questions for experimental and observational research
- Select appropriate research designs and methodologies for different research questions
- Demonstrate critical awareness of the assumptions of these methods and analyses and the limitations associated with experimental and observational research designs
- Identify the ethical issues involved in experimental and observational research
- Work as a group to plan and execute a small-scale research project using quantitative research methods
- Demonstrate critical analysis, evaluation and synthesis of ideas
- Use the programming language R to conduct a range of descriptive and inferential statistics

Research Methods 2 - Dr A Robertson and Dr W Toivo

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

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

- Generate and explore research questions for qualitative research designs
- Select appropriate research designs and methodologies for different research questions and demonstrate critical awareness of the assumptions of these methods
- Critically evaluate data sets from the wider psychological science community
- Identify the ethical issues involved in qualitative research designs
- Work as a group to plan and execute a small-scale qualitative research project
- Demonstrate critical analysis, evaluation and synthesis of ideas through peer review and reflection
- Use the programming language R to conduct a range of advanced inferential statistics

Research Project - Dr M Swingler

Aims: To develop in students the ability to plan a research project including developing and answering a research question based on literature-based rationale, implementing sound methodological practices (quantitative or qualitative), carrying out suitable analysis and evaluating the impact of the study on the relevant field. The findings will be disseminated in a scientific document.

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

- Develop a research question with a clear evidence-based rationale
- Use appropriate methodology and analytical techniques to answer the research question
- Assess the ethical and professional issues associated with conducting psychological research
- Plan and execute a significant project of research

- Write a scientific document based on the evidence they have gathered and their subsequent analysis of the data
- Demonstrate clear understanding and interpretation of their findings and their impact on relevant fields

Social Psychology - Dr H Paterson

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

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

- Show critical awareness of current debate in key social psychological research, including contemporary cross-cultural research; social influence; minorities in social influence; groups and group behaviour; leadership; and inter-group relations
- Critically understand major models and theories within social psychology, including social identity theory, social comparison theory, self-perception theory
- Critically evaluate methodology and generalisability of classic and contemporary social psychological research
- Critically evaluate how social psychology can be applied to societal challenges such as discrimination, health behaviour or climate change

5.2 Optional Course Outlines

Applied Qualitative Methods in Psychology - Dr K Reid

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

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

- Identify and select data collection techniques that best suit the purpose of qualitative enquiry
- Explain the different epistemological principles underpinning different qualitative analysis techniques
- Develop analytic skills for commonly used advanced qualitative methods
- Develop a critical understanding of indices of rigour and quality when reviewing research papers which utilise qualitative methods

Autism – Dr D Simmons

Aims: To introduce students to the broad range of current research on autism spectrum disorders (ASDs).

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

- Identify the advantages and disadvantages of current definitions of ASD and diagnostic techniques
- Critically assess current psychological/cognitive theories of ASD
- Critically assess current neural theories of ASD
- Describe the potential causes of ASD
- Explain with detailed knowledge the social and scientific importance of ASD

Basics of fMRI – Dr L Muckli

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

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

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

Cognitive Neuroscience – Insights into Brain Plasticity - Prof G Thut

Aims: Each lecture begins with case descriptions of patients with paradoxical (sometimes productive) effects of stimulation/lesions on behaviour. Examples include: hyper-attention; an anarchic hand; the experience of leaving one's own body; or the integration of phantom limbs into one's own body scheme. The lectures explore how these phenomena fit or informed models of cognitive processes and plasticity in different domains (e.g., attention, motor control, interhemispheric interactions, multisensory integration) and points to implications for neurorehabilitation.

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

- Differentiate between non-invasive brain stimulation techniques (including TMS, tDCS, tACS) that are used at the forefront of cognitive sciences as neurocognitive probes, and understand their relation with other widely established neuroimaging approaches (fMRI, EEG)
- Critically evaluate functions that can be uncovered by brain-stimulation/disruption or peripheral lesions (peripheral visual pathways), due to the potential of the brain to cope with interference or deafferentation (plasticity)
- Critically evaluate the implications of these observations on current models of brain organization across different cognitive domains (attention, motor control, interhemispheric interactions, multisensory integration) cutting across the discipline of cognitive neuroscience
- Reflect critically on these key models and associated concepts
- Critically evaluate current experimental approaches in clinical neurorehabilitation that use current concepts in brain plasticity for neuromodulation to bias brain reorganization in desired directions
- Synthesize the complexity of brain organization at the macroscopic level (network of brain areas) in light of brain plasticity

Counselling Psychology - Dr K McArthur

Aims: This course aims to discuss and critically evaluate the three main theoretical approaches to counselling (psychodynamic, cognitive-behavioural and person-centred experiential), discussing their strengths and limitations specifically with reference to recent research on particular client groups.

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

- Reflect critically on the history of counselling in the UK
- Discuss the basic assumptions of the three main approaches to counselling
- Critically evaluate in detail different commonly used counselling methods with reference to recent research
- Critically evaluate the application of various counselling approaches to specific client groups

Current Issues in Psychology – Dr S McNair

Aims: 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.

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

- Demonstrate a critical awareness of a range of content areas in which psychological theory has made important contributions in guiding fundamental understanding, and applied principles and practice of diagnosis and treatment
- Demonstrate an extensive and detailed understanding of how psychological research has made a significant impact in key areas of application

- Critically discuss how applied work can inform priorities in research, and how curiosity-driven science can translate to applied advances
- Critically evaluate the empirical effectiveness of psychological applications in key areas
- Write a critical essay on application of psychology in at least one area of current societal and scientific importance

Forensic Psychology – Professor D Fischbacher-Smith

Aims: The course aims to allow students to investigate and evaluate areas where Psychology has been influential in understanding criminal behaviour (e.g., Personality, Mental Health).

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

Subject-specific/Practical Skills

- Evaluate the challenges associated with the assessment of risk within forensic psychology
- Use structured interviewing skills within a forensic setting and be aware of the limitations and problems associated with such approaches
- Demonstrate an understanding of the role of psychological evidence within the criminal justice system

Intellectual Skills

- Identify, conceptualise and define the challenges associated with the prediction of criminal behaviour and the problems associated with the core definitions of criminality
- Critically evaluate the role of psychological as well as ideological and theological drivers in shaping certain aspects of criminal behaviours
- Demonstrate an understanding of the core theoretical perspectives used with forensic psychology
- Assess the challenges associated with the identification of hostile threat actors both within organisations (insider threats) and in wider social settings and the role of forensic psychology in that process

Transferable/Key Skills

- Demonstrate skills in the use of information from multiple sources in dealing with complex ill-defined problems
- Critically evaluate the predictive validity associated with assessments where the burden of proof is limited

From Visual Awareness to Freewill - Dr M Lages

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

Outcomes: By the end of the course, students should be able to:

- Critically evaluate basic philosophical constructs surrounding the idea of awareness, attention, self-awareness, perspective taking and free will as well as pros and cons of different research paradigms, new research and applications in this field
- Reflect critically on the concept of visual awareness and to recognize associated research paradigms
- Critically evaluate the difference between visual awareness and attention
- Illustrate methodological challenges and limitations when predicting psychological states and behaviour from neuroscientific measurements, basic principles when predicting behaviour (machine learning), and when applying these principles to different domains (e.g., legal, security, market research, learning and teaching)

Health Neuroscience - Prof L Barsalou

Aims: This course explores the neural mechanisms that underlie healthy and unhealthy behaviours. After learning about relevant neural mechanisms in health domains such as eating, drug use, and stress, students select a specific health behaviour to examine in depth. Over the course, each student develops an individual project that (1) examines relevant literature on their target health behaviour, (2) characterises its underlying neural mechanisms, along with supporting situational conditions, (3) identifies outstanding issues and directions for future research, and (4) develops a research proposal to increase understanding of relevant neural mechanisms.

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

- Outline important neural mechanisms that underlie a variety of healthy and unhealthy behaviours
- Critically evaluate important theories and theoretical distinctions, along with relevant empirical evidence
- Critically assess and integrate relevant literature on the neural mechanisms that underlie a target health behaviour
- Reflect critically on the neural mechanisms that underlie this behaviour
- Identify outstanding issues and future directions associated with research on these mechanisms
- Develop a specific research proposal to better understand these mechanisms

Neuroscience of Decision Making - Dr M Philiastides

Aims: This course provides an introduction to the neuroscience of decision making, in particular the neural principles underlying perceptual as well as reward and value-based decisions. Perceptual decisions involve choices based on ambiguous sensory evidence whereas reward and value-based decisions hinge largely on probabilistic evidence and subjective preferences associated with potential choices. In addition, the role of training in perceptual decision making and the influence of reinforcement-learning in reward-based choices are discussed in the context of optimising decision-related processing. Important methodological considerations on how the relevant neural data is collected and analysed, including some computational modelling work, is also explored. The course draws mostly on recent research reports from both the human and non-human primate literature to illustrate the brain networks and the fundamental principles underlying decision-related processing and their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

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

- Critically evaluate the main principles guiding different forms of decision-making problems (e.g., perceptual vs reward-based decisions), identify the relevant brain networks implementing such decisions and explain how these can go astray in brain trauma or disease
- Critically evaluate the main principles and neural networks involved in reinforcement learning during perceptual and reward-based decision making
- Critically evaluate the main principles of sequential sampling models of decision making
- Design simple behavioural paradigms to probe the behavioural and neural correlates of decision making and recognise how interventional techniques (TMS, electrical stimulation, brain lesions) are used to establish causal relationships in neural networks
- Critically evaluate the influence of important decision modulators (e.g. confidence, speed-accuracy-trade-off, expert advice, risk, time, genes, etc) on behavioural choice
- Distinguish different analytical approaches for data analysis and different human neuroimaging techniques for data acquisition and appraise their (dis-) advantages

Neuropsychological Deficits - Dr M Harvey

Aims: The aim of this course is to introduce students to some major neuropsychological disorders and to outline how an understanding of these deficits can inform our understanding of brain function and enlighten cognitive neuroscience. Impairments of higher visual functions such as agnosia, optic ataxia and hemispatial neglect shall be presented in detail and their relevance to models of brain function outlined. Students will also become familiar with cognitive neuropsychological tests.

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

- Understand prominent models of brain function and critically evaluate the strengths and weaknesses of such models
- Critically evaluate evidence for and against blindsight, optic ataxia
- Critically assess the different models/level of explanation of the phenomena and outline the symptoms in relation to brain function
- Reflect critically on the models of vision presented and discuss alternatives
- Describe the disorder and the changing interpretations over time and evaluate the different interpretations of the syndrome
- Give presentations based on the previous modules and critically evaluate findings

Perception & Visual Cognition – Dr M Lages

Aims: This course will provide the student with a critical appreciation of the processes involved in human visual processing, provides a theoretical background of important issues in perception and relates the theoretical issues to our practical experience of how we perceive the world.

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

- Explain and critically assess the general principles of visual perception and how perception, cognition and action are linked together in the context of classical and contemporary theories of perception
- Describe and critically evaluate problems, theories and neuroscientific underpinning of binocular vision and stereopsis; motion-in-depth processing; eye movement control; visual perceptual learning and visual memory
- Describe and critically evaluate the theoretical importance of embodied cognition and its potential role in the planning of movements
- Compare and critically evaluate the advantages and disadvantages of combining information across the senses and how multisensory perception can be studied empirically
- Explain how perceptual cues are used to bring about the successful perception of social cues
- Apply and critically evaluate theories of perception and cognition to the understanding of attention and consciousness.

Professional Skills – Dr M Swingler

Aims: To provide the opportunity for students to assess and reflect on their existing skills and experiences, across the programme to date, and to support students in identifying further development needs.

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

- Demonstrate an understanding of the range of professional skills required for graduate careers
- Identify the career options and/or post graduate study opportunities available to psychology graduates
- Develop and reflect on graduate attributes and employability
- Present their professional skills in appropriate forms such as CV and application/online blog writing/infographic/reflective writing

Psychology & Biology of Mental Disorders - Prof P Uhlhaas

Aims: The course will examine and evaluate different approaches to understanding and treating common psychological disorders. The history of these will be considered along with the current forms of such models. The application of these models to treatments will be described and the effectiveness of the treatments assessed.

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

- Reflect critically on medical and psychological models of mental disorders as well as discuss the ramifications of such approaches
- Identify core symptoms and diagnostic approaches of major mental disorders
- Critically evaluate the contribution of neurobiological and psychological factors in the emergence of affective, psychotic and personality disorders
- Critically evaluate different neuroimaging approaches and their application towards studying mental disorders

- Outline and summarise the application of psychological and medical interventions and their effects and mental and neural processes
- Critically evaluate the importance of adolescent brain maturation and early intervention for the manifestation and treatment of mental disorders

Sleep and Circadian Timing – Dr H Cleland Woods

Aims: To introduce students to detailed aspects of current research projects related to sleep and circadian timing, providing grounding for further study to be done in the research project.

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

- Reflect critically on the physiological and psychological mechanisms responsible for healthy sleep and circadian timing
- Identify the main areas where breakdown in healthy sleep systems may occur
- Critically evaluate the health and psychological sequelae of disorders of sleep and circadian timing
- Critically evaluate in both scientific and lay terms the impact of sleep and circadian timing in daily life

Virtual Reality in Psychological Research – Dr D Simmons

Aims: To introduce students to theoretical and practical aspects of Virtual Reality research and applications which are relevant to psychology. This is achieved by practitioners in the field providing the theoretical background, details of experimental techniques and recent results from their research. As a result, students will be provided with a critical appreciation and technical grounding for their own research projects in Virtual Reality.

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

- Critically evaluate the history, application and software/hardware background of Virtual Reality in areas of research in psychology where Virtual Reality has been used
- Critically evaluate the practical applications as well as the costs and benefits of using VR technology
- Critically evaluate and compare the use of Virtual Reality and other types of Extended Reality (XR) in psychological research, with particular focus on the methodological challenges and future potential of the field
- Demonstrate the ability to design a study using Virtual Reality, specifying the data that will be collected as well as the means of collection and subsequent reporting of that study to a professional standard
- Critically evaluate the role of key companies and start-ups in the field, and their link to academic research with a focus on appraising the importance of interdisciplinary communication and networking options

6 DEGREE EXAMINATIONS

6.1 Exam Registration and Timing

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

6.2 Online Exams

All psychology exams (**prefixed with PSYCH**) will be online for academic year 2023-24. These will be timed with a fixed start time. Exams will normally be 90 minutes (subject to disability related adjustment). You will submit exam answers on Moodle via Turnitin to allow for similarity checking. Any

student found to be submitting work that is not their own may be referred to Academic Policy & Governance under the Student Contract. More information about the exam will be provided in the assessment information sheets. More information regarding exams can be found on the [University's Exam webpage](#). Further details regarding fixed start time exams can be found here [University of Glasgow - MyGlasgow - MyGlasgow Students - Exams - Types - Online](#)

6.3 Publication of Past Exam Papers

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

6.4 Publication of Degree Examination Results

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

6.5 External Examiners

The external examiners for session 2023-24 are Dr Sandie Cleland, University of Aberdeen, Dr Jo Rose, University of Bristol and Dr Adam Jowett, Coventry University.

6.6 Code of Assessment and Appeals Procedures

All assessments are graded in accordance with the [University Code of Assessment](#).

In relation to the appeals process, details can be found on the [Academic Policy and Governance page](#).

6.7 Reassessment

If students fail to meet the threshold grade 12.0 for the award of the degree, the Board of Examiners may approve that reassessment of the dissertation or substantial piece of coursework is allowed. Only one resubmission is permitted. The Programme Lead will advise students in this position. Students are encouraged to contact the Programme Lead, dissertation supervisor and their adviser of studies if they are experiencing difficulties in their studies. If appropriate, students will be directed to effective learning advisers, disability services or counselling and psychological services. Details of these services are in the Pastoral resources section below.

7 SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

7.1 Grading Scale

The grading scale we use is common throughout the university and is used for assessing each piece of work in Psychology.

ALL COURSES				Primary verbal descriptors of attainment of Intended Learning Outcomes
Primary Grade	Gloss	Secondary Band*	Aggregation Score	
A	Excellent	A1	22	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
		A2	21	
		A3	20	
		A4	19	
		A5	18	
B	Very Good	B1	17	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
		B2	16	
		B3	15	

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 10 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.

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

7.2 Minimum Requirement for Credit

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

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

8 ADDITIONAL RELEVANT INFORMATION

8.1 Equality, Diversity and Inclusion

University Equality Statement

The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment.

Further details and links to support and reporting tools can be accessed here: [University of Glasgow - MyGlasgow - Equality & Diversity](#)

These pages also link to information about how we support students with long term health issues and disabilities, mental health issues, caring responsibilities, and those who are care experienced.

Athena Swan Charter

A UK-wide [Athena SWAN Charter](#) was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. Overseen by the Equality Challenge Unit, the charter has been expanded to recognise work undertaken in all disciplines, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

The University welcomes students regardless of sexual orientation, gender identity or gender expression, and is fully committed to tackling gender inequality in its work, learning, teaching and research environments. All Schools in the College of MVLS are Athena Swan award holders, which recognises our commitment to intersectional gender equality issues.

Local School Athena Swan web pages and committees are often a good starting point for students who wish to learn more about any EDI issues or to get involved. Please contact your programme co-ordinator for further information about your local Athena Swan committee.

The MVLS College Equality Diversity and Inclusion Committee supports EDI activities across the College.

Race Equality

The University has a very strong commitment to supporting BAME (Black, Asian, Minority, Ethnic) staff and students. We use the term BAME whilst recognising debates about terminology that homogenises colleagues.

As a direct response which uncovered widespread evidence of racial harassment on university campuses, the University of Glasgow established a project group to consider the recommendation and to research the local impact at our University. This has led to the development and implementation of a Race Equality Action plan.

The MVLS Race Equality Subcommittee is responsible for supporting race equality within the College, and further information can be found on our [Equality & Diversity webpage](#).

8.2 Attendance

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

8.3 Complaints Procedure

The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Complaints are managed by the Complaints Resolution Office, and more details can be found on our [Complaints webpage](#).

8.4 An Important Note on Published Course Information

Every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However, the content of courses and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. In addition, other factors such as industrial action or the departure of a member of staff may result in being unable to offer a course. Courses offered may also be subject to a minimum number of students in any one year. Therefore, the School 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 Microsoft Teams, MyCampus, Moodle, and class emails
3. Announcements on Microsoft Teams 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 materials and announcements
5. Lecturers will provide detailed Lecture summaries for their courses and post on Moodle

8.5 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](#).

We want to ensure that you are aware of this advice so that you do not intentionally or unintentionally infringe the University's Student Contract 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, and at any time, take a screenshot of comments you make on social media and forward these at any time to people beyond the Social Media group members such as other students, university staff or a future employer. So although you may write something without thinking and remove it later, it may have already had a negative impact on another individual and a record of it may already exist, so it is very important to give due consideration to your activities in these contexts. The [SRC Student Advice centre](#) is also happy to talk to anyone who has concerns in relation to this issue.

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 the [Student Contract](#).

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

We hope this information is useful to you in your use of social networks.

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

In using course materials and Lecture recordings/media, students are agreeing to the terms and conditions of use in the [University Recording of Teaching policy](#).

8.7 Problems, Guidance etc...

The School's hope is that you will enjoy the course of study offered and pass the examinations set. We work hard to create an inclusive community and we very much hope you feel a sense of belonging and that you always have someone to speak to when needed. You may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can contact members of staff. As noted above, the lecturers are available for consultation at appointed hours, which can be found on the School of Psychology and Neuroscience General Moodle page, to discuss course content. In addition, there is the possibility of e-mail contact with your dissertation supervisor and, of course, with any of the lecturing staff. If the problem is more general

(concerning the whole course), or is personal in nature, then please feel free to contact Dr Maxine Swingler for advice and support. Her email address is maxine.swingler@glasgow.ac.uk so please feel free to contact to make an appointment or ask any questions you may have.

8.8 *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. The [Student Absence Policy](#) provides further information and guidance on how to submit medical evidence via MyCampus.

8.9 *Health & Safety Policy*

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

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

9 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

9.1 *British Psychological Society (BPS)*

Founded in 1901, this is the professional body which is central to the development of the profession of Psychology in the UK. [The BPS](#) states on its website that it exists to promote excellence and ethical practice in the science, education and practical applications of psychology.

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 £28.80 per annum, benefits of student membership include:

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

[Membership details and an online application link](#) are available on their website.

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. 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), access to the [Psychology Postgraduate Affairs Group \(PSYPAG\)](#), and a quarterly magazine with up-to-date information on careers in Psychology.

9.2 BPS Scottish Branch (BPS-S)

[The BPS Scottish Branch \(BPS-S\)](#) belongs to one of the four regional groups of the Society. The aim of BPS Scotland is to promote and advance Psychology that is especially important for Scotland, with events all year round and a quarterly bulletin for its members. Assignment to the appropriate regional branch is automatic after becoming a member of the BPS.

10 COMMUNICATION

10.1 Expectations

Staff will reply to email and Microsoft Teams messages when they are available to do so during working hours and days. However, there will be no expectation of staff or students to monitor or respond to messages out with these hours. Please note that working days do not include weekends or public holidays. Please understand that staff will respond to messages as quickly as possible, and sending repeated messages to numerous staff only makes inboxes busier rather than increasing the likelihood of a speedier response. Do make use of staff office hours, published on Moodle, as this is where staff have dedicated time set aside in their diaries to respond to student enquiries.

If you are not sure who to contact, rather than sending multiple emails, please contact psych-teachingadmin@glasgow.ac.uk who will be able to pass your message to the right person or tell you who to contact. Unless your message is of a private nature, please post your query on one of the relevant Microsoft Teams channels as it means other students can see the answer to your question (or answer it for you themselves!). This cuts down on duplicate questions and helps us respond to you faster in the long-term.

10.2 Communication via Microsoft Teams

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

10.3 Contacting Staff & Email Etiquette

For the M.Sc. Psychological Science (Conversion) programme, we prefer that you contact us using the chat function on Microsoft Teams. If you need to use email, you must use your University of Glasgow account when contacting staff by email. This will ensure that messages are not removed by the University IT anti-spam software. Emails originating from other internet service provider accounts may get through, but there is no guarantee. You should always complete the subject field to indicate the content of the message. Emails directed to the M.Sc. Lead or M.Sc. teaching staff should always have "M.Sc. 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 only sees your email 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.

Reminders regarding email etiquette - Email etiquette is a crucial transferable skill that is important to acquire and 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 off the email with your name. If you are unsure on how to address a staff member and you are contacting 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.

The Learning Scientists have created [a blog post providing more resources on email etiquette](#).

10.4 Pastoral Resources

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

Programme Lead

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

Course Lecturers

All Lecturers teaching the M.Sc. 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 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 Microsoft Teams).

The Student Learning Development (SLD) Team

SLD has an Effective Learning Adviser attached to the College of MVLS whose role is to advise on academic literacies such as academic writing, critical analysis, and approaches to study and revision. Other advisers in SLD include: a team for international students who can advise on the transition from writing and studying in other academic systems to the one we have here in the UK, particularly around plagiarism and academic integrity in UK higher education; a team of maths and stats advisers; and a team who can advise on setting up peer-assisted study groups. Each adviser runs regular open classes throughout the semester which are free to attend without enrolment, as well as one-to-one appointments. More information, timetables, and booking diaries are available via the [SLD webpage](#).

Student Disability Adviser

The [University's Disability Service](#) helps applicants with disabilities to access the range of facilities available and provides advice on sources of support. The University has experience of supporting students with a range of disabilities including sight, hearing, mobility difficulties and a number of unseen disabilities including dyslexia. Support includes special teaching materials and equipment (including computers), flexible assessment and examination procedures and financial support. For further information, contact Disability Service, 65 Southpark Avenue, on 0141 330 5497 (disability@glasgow.ac.uk). If you have received exam support (e.g., extra time) on a previous course or at another institution, please notify the School, as we will contact Disability Service to ensure that your exam support is arranged in good time for any exam you may take during your degree. The Disability Coordinator for Psychology is Dr Katie McArthur (katherine.mcarthur@glasgow.ac.uk).

Mental Health Crisis Disability Service

The Disability Service provides a website on [Mental Health Crisis's](#) which contains information for an emergency situation on campus.

Care at Psychology

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

10.5 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 to Friday from 11:30am to 4:00pm. You can also contact this service via advice@src.gla.ac.uk.

Vice-President (Education)

The VP Education oversees the whole student representative system, including providing the training. They also represent 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 the [SRC webpage](#).

11 FEEDBACK

Feedback is an ongoing and 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 and 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 serve as *feedforward*, i.e., any feedback you receive should inform future work. Therefore, please be sure to read coursework, RM portfolios and exam feedback and reflect upon this to improve future work as you prepare this. Students are supported in this via online resources including marking criteria, feedback sheets, generic feedback from previous years, course materials and online writing guides. To learn more about the expectations for assignments, consult the course learning objectives and assessment information sheets on the course Moodle for advice published about your assignments. Students are encouraged to keep a reflective log of feedback throughout the year. Resources to support students in engaging and reflecting on feedback can be found on the M.Sc. Programme Moodle page.

11.1 Grade Returns

You will receive feedback comments on marked coursework. Grades are returned electronically. Coursework grades are provisional until marks are ratified by the exam board. Final grades will be published via My Campus after exam boards are concluded. There are several exam board meetings for the M.Sc. Programme; an interim exam board in January/February; an interim exam board in June, an interim resit exam board in September, and a final exam board meeting in October.

11.2 Coursework Deadlines and Feedback Calendar

COURSE	TYPE OF COURSEWORK	DEADLINE	RETURN IF SUBMITTED ON TIME
Prof Skills	Portfolio	27 October 2023	20 November 2023
Counselling	Annotated Bibliography Essay	17 November 2023 8 December 2023	11 December 2023 18 January 2024
FVA2FW	Critical Review or Comp Prog or Data Analysis	8 December 2023	18 January 2024
Health Neuroscience	Report	8 December 2023	18 January 2024
Current Issues	Essay	13 December 2023	23 January 2024
Social Psychology	Portfolio	12 January 2024	5 February 2024
Autism	Group Abstract Presentation	26 January 2024 16 February 2024	19 February 2024 11 March 2024
Basics of fMRI	Scientific Report	15 April 2024	8 May 2024
Virtual Reality	Critical Review	19 April 2024	14 May 2024
Dissertation	Research Project	9 August 2024	9 September 2024

RM1 and RM2	TYPE OF COURSEWORK	DEADLINE	RETURN IF SUBMITTED ON TIME
RM1	MCQs	20 October 2023	13 November 2023
RM1	Data Skills w/sheet 1	3 November 2023	27 November 2023
RM1	Registered Report Stage 1	10 November 2023	11 December 2023
RM1	Data Skills w/sheet 2	24 November 2023	18 December 2023
RM1	Registered Report Stage 2	8 December 2023	18 January 2024
RM2	R Portfolio ANOVA	26 January 2024	19 February 2024
RM2	Group Project Proposal	9 February 2024	26 February 2024
RM2	R Portfolio Regression	1 March 2024	25 March 2024
RM2	MCQs	22 March 2024	17 April 2024
RM2	Qualitative Project	19 April 2024	14 May 2024