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

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

This handbook has been designed to provide an overview of the M.Sc. in Research Methods of Psychological Science programme, and to summarise the University regulations that apply to this course and postgraduate training in general. Sections worded ‘the student must’ or ‘the student is required’ should be given particular attention since they constitute the regulations of the Graduate School (in our case, the College of Science and Engineering or CoSE). This handbook does not, however, cover information about registration or payment of tuition fees. Students must use MyCampus to register financially and academically. Further details can be found at http://www.glasgow.ac.uk/students/mycampus. It is worth pointing out that whilst we hope you find this handbook useful, errors do occur and there is always room for improvement, so if you have any comments on content or omissions please let us know.

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

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

1.3. Aims and Objectives
The M.Sc. in Research Methods of Psychological Science is intended to provide both theoretical instruction and practical experience in relevant methods for scientific research in Psychology. Furthermore, the programme meets the requirements of the Economic and Social Research Council (ESRC) and therefore can form the first element of an ESRC-funded “1+3” PhD programme or the requirements of entry for a “+3” PhD programme. Some courses on the M.Sc. are also accredited by other funding bodies (BBSRC, EPSRC) as part of the research training for funded PhD students. For further information on which courses this is relevant please consult your PhD supervisor or the PG convenor.
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas. On completion of the programme students will be able to:

**Intended Learning Outcomes**

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

**Skills and Other Attributes**

*Intellectual skills*

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

*Subject-specific skills*

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

*Transferable/key skills*

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

<table>
<thead>
<tr>
<th>Aims</th>
<th>Intended Learning Outcomes (ILOs)</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aims of this course are:</td>
<td>By the end of this course students will be able to:</td>
<td>How students’ achievement of the ILOs will be supported:</td>
<td>How students’ achievement of the ILOs will be assessed:</td>
</tr>
<tr>
<td>To broaden and deepen students’ knowledge and comprehension</td>
<td>Describe and evaluate a broad range of research methods relevant for</td>
<td>Lectures/seminars, tutorials, course texts, web resources</td>
<td>Essays, programs, analyses</td>
</tr>
</tbody>
</table>
<pre><code>                                                              |                                                                                                 |                                                                                     |                       |
</code></pre>
of research methods in Psychology | psychological enquiry |  |
---|---|---|
To develop students’ research skills | Describe and evaluate four advanced techniques employed in psychological research | Lectures/seminars, tutorials, course texts, web resources | Essays, programs, analyses |
To develop students’ practical research skills | Describe and apply key statistical techniques used in psychological research | Lectures/seminars, tutorials, web resources | Essays, programs, analyses, exercises (homework) |
| Design and plan a research project and evaluate experimental design | Lectures/seminars, tutorials, course texts | Presentations |
| Analyse, interpret, present, and discuss data | Lectures, tutorials, course texts | Project report, programs, analyses, exercises |
To enhance students’ academic communication skills, both written and oral | Summarize a selection of psychological theories and findings | Lectures/seminars, web resources | Essays, presentations |
| Write an academic project report | Tutorials, web resources | Essays, project report, portfolio, presentations |

1.4. Summary of Hours, Credits, and Dates

<table>
<thead>
<tr>
<th>Course</th>
<th>Teaching Dates</th>
<th>Contact Hours (approx.)</th>
<th>Method of Assessment</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Skills</td>
<td>Semester 1</td>
<td>20</td>
<td>Online submission of a Professional Skills Portfolio including 4 of the following each worth 25% of the overall course mark: Website, Academic CV, Book Review, Poster, PhD Application, Proposal Presentation (mandatory)</td>
<td>20</td>
</tr>
<tr>
<td>Statistics and Research Design</td>
<td>Semester 2</td>
<td>20</td>
<td>Weekly assignments; plus Exam. Homework assignments are weighted 40% of the overall mark and examination 60% of the overall mark</td>
<td>20</td>
</tr>
<tr>
<td>Qualitative Methods</td>
<td>Semester 1</td>
<td>20</td>
<td>This course is administered by the College of Social Sciences, Research Proposal</td>
<td>20</td>
</tr>
<tr>
<td>*Cognitive Brain Imaging Methods</td>
<td>Semester 1/2</td>
<td>20</td>
<td>One Critical Review and one Essay each worth 50% of the overall course mark</td>
<td>20</td>
</tr>
<tr>
<td>*Sleep &amp; Circadian Timing</td>
<td>Semester 1/2</td>
<td>20</td>
<td>Submission of 2 x Critical Reviews each worth 50% of the overall course mark</td>
<td>20</td>
</tr>
<tr>
<td>Research Methods in Cognitive Science</td>
<td>Semester 2</td>
<td>10</td>
<td>Submission of 1 piece of coursework from the following list of topics, each worth 100% of the overall mark: Advanced Design issues, Application of signal detection theory, Eye tracking, MEG (incl. EEG), fMRI data recording and processing.</td>
<td>10</td>
</tr>
<tr>
<td>Introduction to Matlab</td>
<td>Semester 2</td>
<td>10</td>
<td>Assignment /exam: <strong>TBA</strong> - Semester 2</td>
<td>10</td>
</tr>
<tr>
<td>*VPC</td>
<td>Semester 2</td>
<td>20</td>
<td>Submission of 2 pieces of coursework from the following list, each worth 50% of the overall course mark: Critical Review, Computer program</td>
<td>20</td>
</tr>
<tr>
<td>Course</td>
<td>Semester</td>
<td>20</td>
<td>Detailed analysis</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
| * Formal Models and Quantitative Methods for Psychology | Semester 2 | 20 | Submission of 2 pieces of coursework from the following list, each worth 50% of the overall course mark  
• Critical Review  
• Computer program  
• Presentation |
| Data Skills for Reproducible Science | Semester 1 | 20 | Nine equally-weighted in-class set exercises, with the lowest score dropped. Thus, each of the remaining eight set exercises contributes 12.5% to the total. |
| Research Project | Semester 1 and 2 | NA | The project report forms 90% of the overall mark for the Research Project. The project report will be 5000-8000 words long (excluding figures and references) and should be written in the format of a submission to a peer-reviewed journal. Submitted both digitally and as a hard copy. Presentation of Project results / Oral Exam is worth 10% of the overall course mark |
| *Social Robotics | Semester 1 | 20 | 1 x 3,000 word Research Proposal |

### 1.5 Coursework Feedback Calendar

<table>
<thead>
<tr>
<th>Course</th>
<th>HAND-IN/PRESENTATION</th>
<th>Feedback returned (if handed in on time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* = Optional course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Professional Skills | Wed 28th November 2018  
Proposal Presentation: Mon 3rd and Tues 4th Dec 2018 | 20th December 2018  
7th January 2019 |
| Statistics and Research Design | Homework assignments for this course will be due on a weekly basis, they will be submitted in class  
Examination: April diet 2019 | Homework feedback will be provided within 2 weeks |
| Qualitative Methods | This course is administered by the School of S&PS | This course is administered by the School of S&PS |
| *Cognitive Brain Imaging Methods | Wed 9th January 2019  
Wed 16th January 2019 | 31st January 2019  
7th February 2019 |
| *Sleep & Circadian Timing | Wed 9th January 2019  
Wed 16th January 2019 | 31st January 2019  
7th February 2019 |
| Introduction to Matlab | Exam: Date 26th April 2019 | 20th May 2019 |
| *VPC | Wed 17th April 2019  
Wed 24th April 2019 | 14th May 2019  
17th May 2019 |
| *Formal Models and Quantitative Methods | Wed 17th April 2019  
Wed 24th April 2019 | 14th May 2019  
17th May 2019 |
| *Social Robotics | Fri 30th Nov 2019 | 7th Jan 2019 |
| Data Skills for Reproducible Science | To be confirmed in Class | To be confirmed in Class |
| Research Project | Thurs 18th July 2019  
Oral Exam: Mon 12th and Tue 13th Aug 2019 | Sep 2019  
To be confirmed |
NB. These dates are preliminary and may be subject to change. These dates are based on coursework being handed in by the requisite deadline. Please ensure availability at all examination periods. Please note that Christmas, Easter and Summer vacation periods will impact on feedback return dates.

1.6 The University and the College
The University of Glasgow is the fourth oldest University in Britain (after Oxford, Cambridge and St Andrews). It was founded in 1451 and moved to its current site in the West End of the city in 1871. Nearly 16000 undergraduates, 4000 postgraduates study in over 100 academic schools. We welcome students from over 80 countries.

Students at the University of Glasgow
Every student of the University must register each year and pay the fees appropriate for his or her programme of study. In signing the matriculation form, you undertake to observe the University oath.

All students are subject to the jurisdiction of the Senate in respect of both their studies and their conduct.

College of Science and Engineering
The College of Science and Engineering (CSE) is internationally recognised for the quality of the teaching and research undertaken by our seven schools which include:
- Psychology/Neuroscience and Psychology
- Computing Science
- Mathematics and Statistics
- Physics and Astronomy
- Engineering
- Geographical and Earth Sciences
- Chemistry

1.7 Equal Opportunities
The University is committed to providing equal opportunities for all. The "University Equality Statement" states that: The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment.

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

1.8 GDPR
The General Data Protection Regulation (GDPR) came into effect in May 2018. Along with the new Data Protection Act 2018, this marks a significant update to data protection laws and changes in how the University stores personal data. For information on what this means for students, please visit the Data Protection and Freedom of Information Office section of the University website: https://www.gla.ac.uk/myglasgow/dpfooffice/guidanceforstudents/. For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/media/media_590481_en.pdf

1.9 CAVEAT
When considering information, in general, the following order of priority should be applied:
1. Formal announcements in class and Moodle posts are likely to supersede other printed documents.
2. The web-based information will be kept as up-to-date as possible and will generally be more accurate than printed handouts – but check the date in the Footer Section on documents to clarify this.

3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.

4. Past exam papers are obviously only a rough guide to future exams and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

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

2.1 Admission

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

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

2.2 Programme Requirements

The programme is offered on a full-time basis only, the normal period of study being 12 months, starting at the beginning of the academic year in September.

Each candidate shall undertake a prescribed course of study and shall also be required to submit a project report.

For administrative purposes students are located in the CSE Graduate School.

2.3 Programme Structure

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

- Introduction to MatLab (10 credits)
- Professional Skills (20 credits)
- Qualitative Methods (20 credits)
- Research Methods in Cog Sci (10 credits)
- Research Project (60 credits)
- Statistics and Research Design (20 credits)
- Data Skills for Reproducible Science (20 credits)
- Option choice (each 20 credits)*
- College/School Induction Course Not formally assessed, attendance is highly recommended
- Lab meetings, journal clubs Not formally assessed, attendance is highly recommended
- Psychology Seminar Not formally assessed, attendance is highly recommended

Total Credits: 180 credits

*Options (Cognitive Brain Imaging Methods, Sleep and Circadian Timing, Social Robotics, Visual Perception and Cognition, Formal Models and Quantitative Methods) depend on availability and student numbers
2.4 Teaching Methods

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

Personal recording of Lectures, Seminars and Tutorial Guidelines

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

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

2.5 Assessment

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

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

The MSc degree in Research Methods of Psychological Science is awarded as set out in the regulations for a Generic Taught Master in the College of Science and Engineering in the University Calendar.

A student needs to fulfil additional requirements in their taught components and their research project to be awarded a MSc with merit, and MSc with distinction. Apart from the MSc there are two other degree exits for this programme: PG Diploma, and PG Certificate. You need to fulfil the respective requirements to be awarded one of these degrees. Details of the requirements can be found in the University Calendar.

Classification of award, zones of discretion and appeals procedures

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

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

The first criterion which is applied to all students in the zones of discretion is a review of their course grade profile – if a student has 50% or more of their grades across the year of PGT study in the higher classification AND the dissertation grade meets the minimum requirement, the board may promote such candidates. The board will then consider further aspects of the grade profile to determine which candidates to promote.
1) Irrespective of the number of grades in the higher classification, any grade more than one classification below those under consideration will determine that the candidate is not promoted.

Example 1 (a) A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits).

A3 A5 B2 A4 B2 A3 D1 A5 B1 A5: At least 50% of the grades (with appropriate weighting for course credits) are above the borderline so the student could be promoted to distinction. However the D grade determines that the candidate is not promoted.

Example 1 (b) A candidate in the discretionary zone for possible promotion from pass to merit (assuming appropriate weighting for course credits).

B2 B1 A4 C2 B2 C3 B3 E1 B1 C1: At least 50% of the grades (with appropriate weighting for course credits) are above the borderline so the student could be promoted to merit. However the E grade determines that the candidate is not promoted.

2) If the grade profile is divided equally above and below the relevant borderline, a course grade in the classification either above or below the classification under consideration will determine the outcome.

Example 2(a) A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits).

B1 C1 A3 B1 A5 A5 A5 B2 B3 A4: There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the C grade determines that the candidate is not promoted.

Example 2(b) A candidate in the discretionary zone for possible promotion from pass to merit (assuming appropriate weighting for course credits).

B2 B1 C2 B2 C3 D1 C3 B1 C1 B2: There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the D grade determines that the candidate is not promoted.

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

2.6 Submission

**Coursework submission**

An electronic copy, unless otherwise stated should be submitted by the day noted.
2.7 Deadlines and penalties

Penalties for Late Submission

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

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

a) In respect of work submitted not more than five working days after the deadline
   - the work will be assessed in the usual way and the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late.
   - where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course’s summative assessment.

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

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

Further details on penalties for late submission of coursework can be found under the appropriate sections of the University Calendar

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

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

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

‘Evidence’ to support a good cause submission shall mean a report describing the medical condition or other adverse personal circumstances, submitted by the candidate for consideration as amounting to good cause. Such a report should include a supporting statement from an appropriate person as indicated by the University’s Student Absence Policy.

Where the report refers to a medical condition of more than seven days’ duration the report must be completed by an appropriate medical practitioner.

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

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

*Good cause submissions should be made via MyCampus no later than the due date of the assignment.
2.8 **Deadlines and penalties**
Students should attend all timetabled course sessions. The M.Sc. organiser must be informed, in writing, about reasons for absence, and copies of self-certificate sickness forms or doctor’s letters should be provided for absence due to illness. Students whose attendance is unsatisfactory will jeopardize their degree prospects. Please see the [University Student Absence Policy](#) for further information.

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

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

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

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

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

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

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

Please view the University plagiarism statement in full here – [http://www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2016-17/feesandgeneral/studentsupportandconductmatters/plagiarismstatement/](http://www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2016-17/feesandgeneral/studentsupportandconductmatters/plagiarismstatement/)

You will be required to submit coursework through URKUND plagiarism software. Further information on this process will be detailed on the relevant Moodle pages.
2.11 Supervisors
Each of you has been assigned to a supervisor with whom you will be working closely throughout the year. Your supervisor should be your first “port of call” with any enquiries about the programme. These will then be referred to the course organisers/programme organiser when appropriate. The School has summarised the symbiotic relationship between students and supervisors as follows:

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

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

RESPONSIBILITIES OF THE GRADUATE SUPERVISOR
The research supervisor will provide:

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

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

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

In this case, students and supervisors are required to fill in a form describing their progress during the year and what their future plans are, including a brief research proposal outlining the proposed PhD project. These are discussed at the meeting with the advisory committee, at the end of which a recommendation is made on whether or not the student should proceed to PhD or not. It has also often been the case that this meeting is the most useful in terms of gaining feedback on the course from the students.
2.13 Ethical clearance
M.Sc. Projects
M.Sc. students should obtain ethical clearance for their projects using the MyGlasgow Online Research Ethics System to be reviewed by the College of Science and Engineering (CoSE) Research Ethics Committee. http://www.gla.ac.uk/colleges/scienceengineering/staff/committees/ethicscommittee/

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

2- If the project involves working with vulnerable groups (e.g. children or persons will disabilities), students should seek approval from the College Ethics Committee as above. In addition students should seek advice about whether they need to join the “Protection of Vulnerable Groups Scheme (the PVG Scheme, former Enhanced Disclosure Scotland scheme)”. The University policy regarding this issue is available at http://www.gla.ac.uk/services/humanresources/staff/mgrs-admin/mgr-guidance/pvgscheme/

3- If the project involves working with clinical populations or data from the NHS, students have to submit a proposal to the NHS research Ethics System. Forms are submitted through the integrated research applications system (IRAS) available here: https://www.myresearchproject.org.uk/
Guidance from the University of Glasgow can be found at: http://www.gla.ac.uk/research/aimsassessmentandpolicies/ourpolicies/ethicshomepage/
# 3 Staff & Teaching Resources

## 3.1 Staff Resources

Staff involved with the M.Sc. course are mostly from the School of Psychology. Their roles and contact details are listed.

<table>
<thead>
<tr>
<th>Staff &amp; their Roles in M.Sc.</th>
<th>Location</th>
<th>Email</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof Stefan Hild</strong>&lt;br&gt;(Dean Graduate Studies)</td>
<td>R250, Kelvin Building</td>
<td><a href="mailto:stefan.hild@glasgow.ac.uk">stefan.hild@glasgow.ac.uk</a></td>
<td>3636</td>
</tr>
<tr>
<td><strong>Prof John Davies</strong>&lt;br&gt;(Dean Learning Teaching)</td>
<td>James Watt South Bldg.</td>
<td><a href="mailto:John.Davies@glasgow.ac.uk">John.Davies@glasgow.ac.uk</a></td>
<td>4115</td>
</tr>
<tr>
<td><strong>Heather Lambie</strong>&lt;br&gt;(Graduate School Manager)</td>
<td>Boyd Orr (Level 3), University Avenue</td>
<td><a href="mailto:Heather.Lambie@glasgow.ac.uk">Heather.Lambie@glasgow.ac.uk</a></td>
<td>4338</td>
</tr>
<tr>
<td><strong>Mrs Pat Duncan</strong>&lt;br&gt;(Head of Academic and Student Administration)</td>
<td>Boyd Orr, Room 318 (Level 3), University Avenue</td>
<td><a href="mailto:scieng-college-ugpgoffice@glasgow.ac.uk">scieng-college-ugpgoffice@glasgow.ac.uk</a></td>
<td>4362</td>
</tr>
<tr>
<td><strong>Lynda Young</strong>&lt;br&gt;(M.Sc. Administrator)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:lynda.young@glasgow.ac.uk">lynda.young@glasgow.ac.uk</a></td>
<td>5089</td>
</tr>
<tr>
<td><strong>Fiona Dick</strong>&lt;br&gt;Teaching Administrator</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Fiona.Dick@glasgow.ac.uk">Fiona.Dick@glasgow.ac.uk</a></td>
<td>8380</td>
</tr>
<tr>
<td><strong>Dr Esther Papies</strong>&lt;br&gt;PG Convenor</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Esther.Papies@glasgow.ac.uk">Esther.Papies@glasgow.ac.uk</a></td>
<td>7293</td>
</tr>
<tr>
<td><strong>Dr Martin Lages</strong>&lt;br&gt;(MSc Co-ordinator, Research Project, Formal Models and Research Methods in CS)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Martin.Lages@glasgow.ac.uk">Martin.Lages@glasgow.ac.uk</a></td>
<td>6842</td>
</tr>
<tr>
<td><strong>Dr Guillaume Rousselet</strong>&lt;br&gt;(Deputy MSc Co-ordinator)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Guillaume.Rousselet@glasgow.ac.uk">Guillaume.Rousselet@glasgow.ac.uk</a></td>
<td>6652</td>
</tr>
<tr>
<td><strong>Prof. Stephany Biello</strong>&lt;br&gt;(Sleep &amp; Circadian Timing)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Stephany.Biello@glasgow.ac.uk">Stephany.Biello@glasgow.ac.uk</a></td>
<td>3625</td>
</tr>
<tr>
<td><strong>Dr Dale Barr &amp; Dr Lisa DeBruine</strong>&lt;br&gt;(Data Skills for Reproducible Science)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Dale.Barr@glasgow.ac.uk">Dale.Barr@glasgow.ac.uk</a>&lt;br&gt;<a href="mailto:Lisa.debruine@glasgow.ac.uk">Lisa.debruine@glasgow.ac.uk</a></td>
<td>1602&lt;br&gt;5351</td>
</tr>
<tr>
<td><strong>Dr Marguerite Schinkel</strong>&lt;br&gt;(Qualitative Methods)</td>
<td>Ivy Lodge 36, Gibson Street</td>
<td><a href="mailto:Marguerite.Schinkel@glasgow.ac.uk">Marguerite.Schinkel@glasgow.ac.uk</a></td>
<td>8257</td>
</tr>
<tr>
<td><strong>Dr Rachael Jack</strong>&lt;br&gt;(Intro to MatLab)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Rachael.Jack@glasgow.ac.uk">Rachael.Jack@glasgow.ac.uk</a></td>
<td>5047</td>
</tr>
<tr>
<td><strong>Dr Christoph Scheepers</strong>&lt;br&gt;(Statistics)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Christoph.Scheepers@glasgow.ac.uk">Christoph.Scheepers@glasgow.ac.uk</a></td>
<td>3606</td>
</tr>
<tr>
<td><strong>Prof Frank Pollick</strong>&lt;br&gt;(Cognitive Brain Imaging)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Frank.Pollick@glasgow.ac.uk">Frank.Pollick@glasgow.ac.uk</a></td>
<td>6652</td>
</tr>
<tr>
<td><strong>Prof Emily Cross</strong>&lt;br&gt;(Social Robotics)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Emily.Cross@glasgow.ac.uk">Emily.Cross@glasgow.ac.uk</a></td>
<td>1752</td>
</tr>
<tr>
<td><strong>Dr Larissa Szymanek</strong>&lt;br&gt;(Prof Skills)</td>
<td>Psychology, L5, Boyd Orr Bldg</td>
<td><a href="mailto:Larissa.szymanek@glasgow.ac.uk">Larissa.szymanek@glasgow.ac.uk</a></td>
<td>5293</td>
</tr>
<tr>
<td><strong>Dr David Simmons</strong>&lt;br&gt;(VPC)</td>
<td>Psychology, 62 Hillhead St</td>
<td><a href="mailto:David.simmons@glasgow.ac.uk">David.simmons@glasgow.ac.uk</a></td>
<td>418</td>
</tr>
</tbody>
</table>
3.2 Pastoral Resources

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

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

M.Sc. Co-ordinator
The M.Sc. co-ordinator’s role is to supervise the delivery of the M.Sc. Programme and monitor the overall student experience. He may be called upon to advise students as a group or individually on their performance, concerns or complaints about the M.Sc. programme (or the components of PhD research training). He will deal with queries from students and staff. Finally, if you are having problems with your supervisor that you feel you cannot discuss with them directly, the M.Sc. co-ordinator should be the first person to approach.

Postgraduate Convenor
The postgraduate convenor is responsible for postgraduates in general, but PhD programme students in particular. Issues of progression to PhD from M.Sc., or Year 1 to Year 2, should be discussed with postgraduate convenor. If you are a PhD student, then supervisor-related problems should be taken directly to the postgraduate convenor.

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

Dean for Postgraduate Study
Students may also consult the Dean for Postgraduate Study, Prof. Stefan Hild, if all other consultations have failed to resolve issues. To make an appointment, contact the secretary to the College office.

Effective Learning Adviser
The College of Science & Engineering employs an Effective Learning Adviser whose role is to assist students, particularly mature students and non-graduates, to maximise their potential. The Effective Learning Adviser runs regular study skills work-shops and students may self-refer or be referred by the course organiser for one to one sessions. Contact Amanda Sykes at Amanda.Sykes@glasgow.ac.uk.
**Student Disability Adviser**
The University’s Disability Service helps applicants with a disability to assess the range of facilities available and provides advice on sources of support. The University has experience of supporting students with a range of disabilities including sight, hearing, mobility difficulties and a number of unseen disabilities including dyslexia. Support includes special teaching materials and equipment (including computers), flexible assessment and examination procedures and financial support. For further information, contact Disability Service, 65 Southpark Avenue, on 0141 330 5497 (disability@glasgow.ac.uk). If you have received exam support (e.g. extra time) on a previous course or at another institution, please notify the School as we will contact Disability Service to ensure that your exam support is arranged in good time for any exam you may take during your MSc. Information for students with a disability and special needs at University of Glasgow can be found on the web at: [http://www.gla.ac.uk/services/disability/](http://www.gla.ac.uk/services/disability/)

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

**Care at Psychology**
The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact care@psy.gla.ac.uk. Alternatively, please visit us during our office hours: Dr Linda Moxey, 62 Hillhead Street (Room 417, Thursdays 2-4pm) and Dr Maria Gardani, 62 Hillhead Street (Room 413, Mondays 10am – noon).

### 3.3 Teaching Resources

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

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

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

The School Librarian is Ms. Roma Thompson ([Roma.Thompson@glasgow.ac.uk](mailto:Roma.Thompson@glasgow.ac.uk), phone x67211)

Opening hours for the various libraries are listed on the library web site: [http://www.gla.ac.uk/services/library/usingthelibrary/openinghours/](http://www.gla.ac.uk/services/library/usingthelibrary/openinghours/)
Photocopying
Students may photocopy material available from the University Libraries but must comply with the Copyright, Designs and Patents Act, 1988. This permits limited photocopying by an individual in connection with their research or private study. **Students may make a single copy of one article from any issue of a journal or periodical and no more than 5 per cent, 4,000 words or one chapter from a book.** Photocopiers are available for student use in the University Library as well as the school.
Office Facilities
All MSc students have access to standard office facilities including telephones and various other resources such as scanners and photocopiers. Students are also given hot-desking space in 62 Hillhead St.

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

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

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

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

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

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

Common Rooms
Within the school is a common room with easy chairs and coffee tables where students can gather for lunch, coffee. There is also a meeting room where current high-impact journals are kept for student reference. This is also where we hold a cheese and wine get together after school seminars. This latter meeting is often the pre-cursor of Friday night social events.

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

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

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

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

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

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

### 4 Quality Assurance

Quality assurance is carried out at a number of levels.

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

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

As part of this process the Senate monitors all aspects of course development, approval and implementation, together with pass rates, grade distributions and a range of quality indicators. This is achieved by a policy of new course approval, and an annual course monitoring process involving a range of staff and student feedback mechanisms. In addition there is a periodic full review of school teaching, titled Periodic Subject Review.

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

Appeals
An appeal is defined as a request for a review of a decision of an academic body charged with making judgements concerning student progression, assessment or awards. The University has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling appeals and complaints. The University upholds the principle that students should have a full opportunity to raise appeals against academic decisions without fear of disadvantage and in the knowledge that confidentiality will be respected.

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

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

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

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

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

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

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

http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/

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

Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. There will be no individual verbal feedback from any member of staff on specific exam scripts however written generic exam feedback will be provided to all students on all exams to help them reflect on their performance and prepare for future exams.

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

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

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

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

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

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

5.2 Tier 4 Progression
As a Tier 4 sponsor the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the requirements of the immigration rules as a student. If you are a Tier 4 student and are unclear of any of the regulations on progression please check here
6 Course Outlines

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

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

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

6.2 Individual Core Course Aims and Intended Learning Outcomes

Professional Skills (PSYCH5017)
Co-ordinator: Dr Larissa Szymaneck

This course is designed to introduce students to a range of professional skills necessary for a career in psychological research.

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

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

Data Skills for Reproducible Science (PSYCH5077)
Co-ordinator: Dr Dale Barr & Dr Lisa DeBruine

This course provides an overview of the various stages in the life cycle of a research project, with an emphasis on reproducible research and open science using the statistical programming language R. Students will learn about data visualisation, data tidying and wrangling, archiving, iteration and functions, probability and data simulations, and general linear models. Learning is reinforced through weekly assignments that involve working with different types of data.

Course Aims
This course aims to teach students the basic principles of reproducible research and to provide practical training in data processing and analysis in the statistical programming language R.

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

**Statistics and Research Design (PSYCH5020)**
Co-ordinator: Dr Christoph Scheepers

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

**Course Aims**
- To introduce students to basic techniques involved in organizing and processing complex datasets.
- To provide a non-technical introduction to nonparametric and robust techniques to improve on parametric statistics and detect outliers.
- To provide a basic understanding of the regression framework, including how to express study design through regression.
- To provide an understanding of multilevel regression models and their use in experimental research.
- To provide a basic familiarity with Bayesian approaches to modeling data;
- To train students to use the statistical programming language R.

**Intended Learning Outcomes of Course**
By the end of this course students will be able to:
- use R to organize, restructure, and visualise complex datasets;
- explain the basic ideas behind resampling and robust statistics and their relation to classic parametric techniques;
- make predictions from a multiple regression equation and explain the interpretation of parameter estimates;
- express various study designs within a multilevel regression framework;
- compute basic quantities within a Bayesian framework.

**Qualitative Methods (SPS 5037)**
Co-ordinator: Dr Marguerite Schinkel

Qualitative methods are those research techniques concerned broadly with non-mathematical, naturally occurring and non-experimental research practices that look to uncover the meanings and significance of the wide variety of evidence that social researchers collect. Qualitative research includes a broad range of approaches and techniques. The purpose of the course is to introduce students to a number of the most commonly used of these approaches and techniques. These tools include in-depth interviews and focus groups as well as the gathering of data based on observation and textual information. The course aims to develop a practical understanding of the philosophical underpinnings, application and analysis of qualitative methodology for those working in the social sciences.

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

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

**Introduction to MatLab Programming (PSYCH5016)**
Co-ordinator: Dr Rachael Jack

This course introduces students to the MatLab environment through hands-on sessions providing a mix of lectures and in class exercises. Students create and manipulate MatLab variables, perform basic computations, use in-built functions, program new functions, program scripts, and produce various graphical representations.

**Course Aims**
To introduce students to the MatLab programming environment so that they can start to make scripts to run experiments, create stimuli, explore datasets, and perform statistical analyses.

**Intended Learning Outcomes of Course**
By the end of the course students will be able to:
- Explain and describe the workspace, variables, basic mathematical operations, graphs.
- Describe conditional statements (greater than, less than), RT analysis, scripts.
- Explain flow control (for loops, if statements), functions.
- Describe advanced variables, advanced flow control, file operations.
- Explain histograms, boxplots, measures of central tendency, measures of dispersion, skewness, kurtosis.

**Research Methods in Cognitive Science (PSYCH5018)**
Co-ordinator: Dr Martin Lages

A series of seminars given by researchers in the School/Institute based upon methods used within their own area of expertise. The methods will cover a broad range of topical research areas chosen to outline modern research strategies available to researchers. This will address applied knowledge, skills and understanding of research techniques, as well as critical thinking and generic cognitive skills in the assessment of their coursework.
Course Aims

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

Intended Learning Outcomes of Course

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

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

Research Project (PSYCH5038P)

Co-ordinator: Dr Martin Lages

This programme component is designed to give students the experience of performing a cutting-edge research project under close supervision of academic staff in psychological laboratories and writing up the results appropriately for peer-reviewed publication.

Course Aims

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

Intended Learning Outcomes of Course

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

- undertake all stages of a research project in psychology (planning, literature review, obtaining ethical permission, preparing materials/apparatus, conducting, analysing and writing up) with only limited supervision;
- produce a report upon completion of the project that is equivalent to a research paper in a peer-reviewed journal.

6.3 Optional Courses Aims and Objectives

One option has to be chosen to achieve the correct number of course credits, optional course choices should be made within the first 2 weeks of Semester 1. Please note: Options are subject to availability (some courses will not run if there is insufficient student take-up). If you want to do a particular option you should enrol on MyCampus or contact the organiser of that option as soon as possible.
Social Robotics (PSYCH5090)
Co-Ordinator: Prof Emily Cross

This course will provide an overview of the challenges and opportunities for research psychologists with the growing development of social robotics. This will be achieved by examining the state of the art in this domain, investigating social robotics use in clinical disorders, and exploring different areas where social robotics research holds potential to inform our understanding of human cognition and behaviour.

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

Intended Learning Outcomes
By the end of this course students will be able to:
• Explain and critically evaluate state of the art experimental psychological work exploring human-robot interaction
• Explain and critically evaluate the utility of socially intelligent virtual agents for exploring fundamental social psychology research questions
• Critically evaluate how physical presence shapes how people perceive and interact with artificial agents
• Critically evaluate the role played by emotions in shaping human-robot interactions
• Evaluate the role of experience and expectations with artificial agents on the formation of long-term (social) relationships between humans and machines

Sleep and Circadian Timing (PSYCH5026)
Co-ordinator: Prof Stephany Biello

This course introduces students to detailed aspects of current research projects related to sleep and circadian timing, thereby providing a grounding for the research project.

Course 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.

Intended Learning Outcomes of Course
By the end of this course students will be able to:
▪ recognise the physiological and psychological mechanisms responsible for healthy sleep and circadian timing
▪ identify the main areas where breakdown in healthy sleep systems may occur
▪ recognise the health and psychological sequelae of disorders of sleep and circadian timing
▪ relate in both scientific and lay terms the impact of sleep and circadian timing in daily life.
Cognitive Brain Imaging Methods (PSYCH5022)  
Co-ordinator: Prof. Frank Pollick

This course will introduce students to key issues in brain imaging, namely: mechanisms of generation of EEG-MEG signals, topographical distribution, relation between evoked magnetic fields and electric potentials, relationship to cognition; physical basics of Magnetic Resonance imaging (anatomical images, gradients, RF); basics of functional MRI - blood oxygenation contrast (BOLD, neurophysiological basis, neuronal responses, local field potentials, etc); basics of fMRI experimental design (block design, event related design, adaptation); recent advances in recording and analysing EEG and fMRI signals simultaneously; application of brain imaging to clinical cases; recent advances in understanding the brain-behaviour relationship by non-invasive transcranial brain

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

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

Intended Learning Outcomes of Course
Students will be able to:

- Critically describe the physical and physiological principles underlying transcranial magnetic stimulation (TMS) and transcranial direct and alternating current stimulation (tDCS, tACS)
- Design basic experiments using TMS, tDCS and tACS and their combinations with other methods
- Explain the applications, limitations and safety issues of TMS, tDCS and tACS
- Explain the physical principles of MR brain imaging
- Describe the MR scanning parameters (TE, TR, FA, FOV)
- Explain common MR artefacts
- Describe models of the origin of the fMRI (BOLD) response
- Explain basic fMRI designs and their GLM analysis
- Provide non-technical descriptions of advanced fMRI designs and analyses
- Describe the principles, strengths and limits of voxel based lesion mapping
- Critically discuss the association between specific impairments, brain voxels, and lesion volume
- Describe all aspects of M/EEG recording and basic methods of signal processing
- Explain the neurophysiological origin of electric and magnetic brain signals
- Describe the use and quantification of M/EEG signals in experimental research
- Critically appraise the advantages and limitations of different imaging techniques
- Critically appraise the advantages and limitations of current clinical imaging methods
- Conceptually analyse information processing systems at different levels of abstraction
Visual Perception and Cognition (PSYCH5021)
Co-ordinator: Dr Martin Lages

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

Intended Learning Outcomes of Course
By the end of this course students will be able to demonstrate knowledge in a broad range of topics in visual perception and visual cognition and have a detailed knowledge of at least three research projects. The topics covered will be in:
- low-level visual perception (e.g. perceptual and physiological mechanisms of colour vision)
- mid-level visual perception (e.g. surface representation)
- perception and action (e.g. relationship between perception of biological motion and performance of encoded actions)
- visual cognition (e.g. scene recognition, object categorisation)
- psychophysical methods (e.g. sequential effects in experimental settings)

Formal Models and Quantitative Methods for Psychology* (PSYCH5025)
Co-ordinator: Dr Martin Lages

The course typically introduces students to R/RStudio modelling environments through hands-on sessions providing a mixture of lectures, class exercises and oral presentations.

Course Aims
To introduce students to formal models in the psychological sciences. This entails the use of parametric testing and various quantitative methods.

Intended Learning Outcomes of Course
By the end of this course students will
- be able to use specialized tools for quantitative methods,
- understand formal modelling, parametric testing, and engage in cutting-edge quantitative research
- develop interactive apps to illustrate and visualise data processing

*Attendance of the Erasmus+ KA2 blended mobility in Glasgow 2019 is limited to 5 students from Glasgow University