University of Glasgow

School of Psychology & Neuroscience

1

M.Sc. Research Methods of Psychological Science [C803-5100]

Programme Handbook 2023– 2024

1 Table of Contents

2 Overview of the M.Sc./PhD Training Programme

2.1 Introduction

Welcome or welcome back to the School of Psychology and Neuroscience. This postgraduate training programme has been designed to challenge you intellectually and provide you with the necessary skills to further your research career, but we also hope 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, M.Sc. Programme Lead Dr Phil McAleer (philip.mcaleer@glasgow.ac.uk) or his deputy, Dr James Bartlett (james.bartlett@glasgow.ac.uk), the Postgraduate Convenor Dr Mick Craig (mick.craig@glasgow.ac.uk) or the PGT Administrator Amanda Lynch (Amanda.lynch@glasgow.ac.uk).

This handbook has been designed to provide an overview of the M.Sc. in Research Methods of Psychological Science programme, and to summarise the University regulations that apply to this programme and postgraduate training in general. Sections worded 'the student **must**' or 'the student **is required**' should be given particular attention since they constitute the regulations of the Graduate School. This handbook does not, however, cover information about registration or payment of tuition fees. Students must use MyCampus to register financially and academically. Further details can be found on the MyGlasgow Student web. It is worth pointing out that, while 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.

2.2 Aims and Intended Learning Outcomes (ILOs)

The M.Sc. in Research Methods of Psychological Science Programme is intended to provide both theoretical instruction and practical experience in relevant methods for scientific research in Psychology. Furthermore, the programme aligns with the requirements of the Economic and Social Research Council (ESRC) and therefore may form the first element of an ESRC-funded "1+3" PhD programme, or the requirements of entry for a "+3" PhD programme.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities, and other attributes in the noted 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 several advanced techniques employed in psychological research
- Describe and apply key methodological techniques used in psychological research
- Summarise and apply a selection of psychological theories and findings

Skills and Other Attributes

Intellectual Skills

- Evaluate the comparative advantages of different research methods in psychology
- Critically compare and evaluate different advanced techniques employed in psychological research
- Evaluate and criticise the theories and empirical research in the area of their research project
- Exercise critical judgement in the application and interpretation of statistical techniques in psychological investigation
- Design and execute a research project to a standard at or near publication in a peer-reviewed journal

- Demonstrate a critical understanding of theory and practice in selected areas of psychology and in research methods
- Demonstrate initiative, self-reliance, and critical ability from a solid foundation of knowledge, understanding and critical awareness
- Evidence of having an enquiring, problem-oriented mind, showing critical awareness for research and applications in psychology in order to independently pursue postgraduate work in psychology and related disciplines

Subject-specific Skills

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

Transferable/Key Skills

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

Aims The aims of this course are:	**Intended Learning Outcomes (ILOs)** By the end of this course, students will be able to:	**Teaching & Learning** How students' achievement of the ILOs will be supported	**Assessment** How students' achievement of the ILOs will be assessed
To broaden and deepen students' knowledge and comprehension of research methods in Psychology	Describe and evaluate a broad range of research methods relevant for psychological enquiry	Lectures/seminars, tutorials, course texts, web resources	Essays, programs, analyses
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	Lectures/seminars, tutorials, course texts	Presentations

	evaluate experimental design		
	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

2.3 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.

2.4 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.
The University's Student Privacy Notice is also available, providing further information with regards to GDPR.

2.5 Caveat

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

1. Formal announcements in class, through Microsoft Teams, and Moodle posts are likely to supersede other printed documents
2. The web-based information will be kept as up to date as possible and will generally be more accurate than printed handouts – **but please ensure to 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

3 Programme: In Depth

3.1 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.

3.2 Programme Requirements

The programme is offered on a full-time basis only, with 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.

3.3 Programme Structure

Attendance at classes is compulsory. Registers may 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:

The M.Sc. programme consists of 150 credits worth of core courses:

• Data Skills for Reproducible Research	20 credits	PSYCH 5077
• Professional Skills	20 credits	PSYCH 5017
• Qualitative Research Methods	20 credits	SPS 5037
• Statistics & Research Design	20 credits	PSYCH 5020
• Research Methods in Cognitive Science	10 credits	PSYCH 5018
• Research Project	60 credits	PSYCH 5038P

Additionally, students will complete 30 credits worth of optional courses from the list below:

• Advanced Perception & Cognition	20 credits	PSYCH 5021
• Cognitive Brain Imaging Methods	20 credits	PSYCH 5022
• Formal Models	10 credits	PSYCH 5025
• From Visual Awareness to Free Will	10 credits	PSYCH 5094
• Introduction to Matlab	10 credits	PSYCH 5016
• Social Robotics	20 credits	PSYCH 5090
• Transdisciplinary Team Science	10 credits	PSYCH 5101
• Virtual Reality	20 credits	PSYCH 5105

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

Dependent on space, PhD students can enrol as audit only on any of the courses below with the written agreement of their supervisors:

- Research Methods in Cognitive Science
- Data Skills for Reproducible Science
- Statistics and Research Design
- Introduction to MatLab
- Professional Skills

They will not be formally assessed on any course elements, except for ESRC “1+3” students who should attend all required M.Sc. courses. In addition, PhD students should attend College Induction, journal clubs and any other courses required by the advisory committee, as well as the transferable skills training required by the College.

3.4 Dissertation

Guidance on dissertations will mainly come from your Project Supervisor, who was agreed as part of the enrolment process. Further general information can be found on the M.Sc. Research Methods of Psychological Science Research Project Moodle page and from the dissertation sessions held by the course lead. This page will update as the course progresses.

3.5 Lecture Summaries and Reading Lists

Further details regarding Lecture summaries and reading lists can be found on the relevant Psychology Moodle pages and University Library reading lists. Links to these will be supplied throughout the year through the Forums. Please do not unsubscribe yourself from the Moodle forums, as this is one of our main means of communication with you. Further information will be supplied through Moodle and Microsoft Teams.

3.6 Timetable

Semester 1 Timetable

w/b	MON 10-2noon	MON 2-4pm	TUES 10-12noon	TUES 2-4pm	WED 9-11am	Wed 11am	THUR 10-11.30	FRI 1-3pm
18-Sep-23		Prof Skills		Social Robotics				Data Skills
25-Sep-23		Prof Skills		Social Robotics		Research Project	Qual Res Methods	Data Skills
02-Oct-23		Prof Skills		Social Robotics			Qual Res Methods	Data Skills
09-Oct-23		Prof Skills		Social Robotics			Qual Res Methods	Data Skills
16-Oct-23		Prof Skills		Social Robotics		Research Project	Qual Res Methods	Data Skills
23-Oct-23	**READING WEEK**						Qual Res Methods	
30-Oct-23	CBIM	Prof Skills	CBIM		FVA2FW		Qual Res Methods	Data Skills
06-Nov-23	CBIM	Prof Skills	CBIM		FVA2FW		Qual Res Methods	Data Skills
13-Nov-23	CBIM	Prof Skills	CBIM		FVA2FW	Research Project	Qual Res Methods	Data Skills
20-Nov-23	CBIM	Prof Skills	CBIM		FVA2FW		Qual Res Methods	Data Skills
27-Nov-23	CBIM	Prof Skills	CBIM		FVA2FW		Qual Res Methods	Data Skills

Semester 2 Timetable

w/b	MON 9am-11am	MON 2-4pm	TUE 10-12noon	TUE 2-4pm	Wed 11am	WED 12-2	THUR 10-12
08-Jan-24	Formal Models	Transdisciplinary Team Science	Advanced Perc & Cog	Stats & Res Design		Virtual Reality	RM in CS
15-Jan-24	Formal Models	Transdisciplinary Team Science	Advanced Perc & Cog	Stats & Res Design	Research Project	Virtual Reality	RM in CS
22-Jan-24	Formal Models	Transdisciplinary Team Science	Advanced Perc & Cog	Stats & Res Design		Virtual Reality	RM in CS
29-Jan-24	Formal Models	Transdisciplinary Team Science	Advanced Perc & Cog	Stats & Res Design		Virtual Reality	RM in CS
05-Feb-24	Formal Models	Transdisciplinary Team Science	Advanced Perc & Cog	Stats & Res Design	Research Project	Virtual Reality	RM in CS
12-Feb-24	**READING WEEK**						
19-Feb-24	Intro to Matlab		Advanced Perc & Cog	Stats & Res Design		Virtual Reality	
26-Feb-24	Intro to Matlab		Advanced Perc & Cog	Stats & Res Design		Virtual Reality	
04-Mar-24	Intro to Matlab		Advanced Perc & Cog	Stats & Res Design	Research Project	Virtual Reality	
11-Mar-24	Intro to Matlab		Advanced Perc & Cog	Stats & Res Design		Virtual Reality	
18-Mar-24	Intro to Matlab		Advanced Perc & Cog	Stats & Res Design		Virtual Reality	

4 Coursework

4.1 Coursework Requirements

Please note these points:

- All coursework must be submitted by the published deadline
- All coursework will be submitted electronically unless otherwise stated
- All coursework submitted should (unless otherwise advised) be Word processed using A4, 1.5-spaced text, and a standard font such as Arial or Calibri, with a standard point size of 12 for the main text
- Page numbers are required and ideally will be positioned in the bottom right of the footer
- All coursework must be submitted with a Title Page which will be available to download from the relevant Moodle page

4.2 Coursework Submission

Your coursework will be marked electronically, and you will be asked to submit through Moodle assignment activities. Assignment activities usually open about 1 week before assignments are due and may consist of a draft submission for self-checking similarity as well as the final submission activity that will be your assessed work.

4.3 Correct File Submission

You will be asked to submit your coursework through a Moodle assignment submission link for electronic marking (meaning that we use digital technology during the marking process). Assignment submission links will normally open about 1 week before assignments are due. In the case that coursework is subject to similarity checking through Turnitin, we will make a draft submission available for self-checking similarity, and a final submission that will be assessed. For other assignments, there will be only one assignment link. Please note that it is your responsibility to ensure that the correct file has been uploaded to the final submission, so check carefully that it is the correct version before you submit for marking. The following appears in the Guide to the Code of Assessment (Chapter 2, p.4).

"*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."*

4.4 Title Page for Submission of Coursework

Coursework should be submitted with a proper Title Page attached to it. These will be made available for download on the School of Psychology & Neuroscience Moodle pages nearer to the submission deadlines. Instructions as to what to include on the Title Page will be made available for each assignment but will likely include your GUID Number, the assignment title and word count (not including title and reference section) and potentially other relevant information. **Please note that work without the proper Title Page will not be accepted.**

4.5 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. For full details of the University's rules on plagiarism, please refer to our 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 the 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 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.

4.6 Software for Detecting Plagiarism

All written coursework is to be submitted through Turnitin. which is the University software for detecting similarity with other sources. You will find Moodle activities for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces 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 take into account whether the assignment involved group work, was an individual piece, and what the characteristics of the assignment are. Please note that draft and final submission activities on Moodle must only be used for the intended assignment and you should never use another student's account.

4.7 Coursework Deadlines

In times of illness or other adverse circumstances, Good Cause is the University's process for making appropriate allowance for assessments or exams, such as waiving a late penalty for submission of coursework. Good Cause claims are submitted via MyCampus. Your 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 also help to check in with your Programme Lead to help plan the completion of the assessment, so please feel free to drop into their office hours.

4.8 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.

4.9 Late Coursework or Missed Exam due to Good Cause

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University, and you must do this as soon as possible. The Code of Assessment provides further information on these requirements.

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

How to notify the School if work is submitted late:

- All coursework submitted late will be penalised in line with University regulations unless Good Cause is established. See below for a definition of Good Cause
- To submit a Good Cause form, go to the Student Centre on MyCampus and select My Good Cause. You should also upload any supporting evidence
- Good Cause forms must be started within 5 working days of the assessment date
- All Good Cause applications will be considered by the Course Convenor. This is the Programme Lead, Dr Phil McAleer. However, all final decisions will be made by the Board of Examiners
- The outcome of the application will be determined at the discretion of the Course Convenor, who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond 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 assignments and examinations, a grade of CW (Credit Withheld) will be returned unless Good Cause is established for why the assessment was missed. If Good Cause is established, then the student will be returned as MV. The student will then be required to sit the assignment and/or examination in the August diet if they wish to progress to the next year of study. If the student has initially been returned as CW, their performance in the August diet will be capped at 12.0 (C3). If they have been returned as MV, their grade will be uncapped.

'Good Cause' - means illness or other adverse personal circumstances affecting you and resulting in you missing an examination, failing to submit coursework on time, or clearly prejudicing your performance in the

assessment. [Chronic illness is not covered unless there has been a short-term worsening of the condition which specifically affects an assessment]. If it is accepted that your assessment was affected by Good Cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. Please note that the Board 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. For further information, please see our Good Cause FAQs.

Time Limit: You must notify the University no later than 1 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.

4.10 Supervisors

Each of you has been assigned to a supervisor with whom you will be working closely throughout the year. Your supervisor should be your first point of contact with any enquiries about the programme. These will then be referred to the course organisers/programme organiser when appropriate. The School has summarised the symbiotic relationship between students and supervisors as follows:

RESPONSIBILITIES OF THE POSTGRADUATE STUDENT

Successful completion of a programme in graduate studies requires motivation and determination. A career in experimental science is challenging and students must always observe the highest ethical standards in their academic and research efforts. Students should also be aware that graduate studies require a great deal of hard work and time; this is a full-time course, and you should see it as such. Students are expected both to complete their course work and to maintain their research efforts. 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 comes from finding the appropriate balance of time for work and time for looking after yourself. Students should maintain open lines of communication with the Programme Lead, the Course Organiser, the 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. research 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, and introductions to other members of the scientific community
- Adequate access to themself and other people or resources within their lab community and for PhDs, the opportunity to attend scientific meetings to facilitate successful completion of the graduate program and the thesis

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

4.11 Progression from M.Sc. to PhD

Where a 1+3 student needs 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 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.

4.12 Ethical Clearance

M.Sc. Projects
Currently M.Sc. students should obtain ethical clearance for their projects using the MyGlasgow Online Research Ethics System, to be reviewed by the College Research Ethics Committee.

IMPORTANT:

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

2. If the project involves working with vulnerable groups (e.g., children or persons will disabilities), students should seek approval from the College Ethics Committee as above. In addition, students should seek advice about possibly joining the "Protection of Vulnerable Groups Scheme (the PVG Scheme, former Enhanced Disclosure Scotland scheme)".

3. 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 Ethics webpages.

4.13 The General Data Protection Regulation

Data gathered for dissertations is subject to GDPR. This means that you need to clearly inform participants about the purpose for which you gather data, and you need to store data in accordance with the regulation.

GDPR applies to all personal data (names, e-mail addresses, location data etc.) and special category data (race, religion, sexuality, political affiliations, health and mental health, etc.). Keep data safe by storing it on your university OneDrive, accessible through MyGlasgow and the Microsoft365 online platform. Never store data long-term on a flash-drive or your personal computer. At the end of your dissertation, **you must** share your data with your supervisor for long-term curation. Never use cloud-based storage such as Dropbox or Google Drive to store data that contains personal or special category information.

5 Quality Assurance

5.1 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.

5.2 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.

5.3 School Quality Assurance

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

5.4 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 4 times a year and is chaired by the M.Sc. Programme Lead. The External Examiner makes a valuable contribution in providing the programme team with feedback on teaching quality while monitoring student feedback.

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

5.5 Student Feedback

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

Individual Contact with Staff

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

Class Representatives - Staff/Student Liaison

Student representatives of the class (Class Reps) are elected at the beginning of the academic year. These representatives are invited to School Meetings and are encouraged to act generally as mediators between the class as a whole and the staff, as individuals, or as a School – thus, through the representatives, class views can be given at these meetings and details of other school business relayed back. Meetings with the Course Leads and Course Team are held as and when needed, at least once per semester. It is expected, however, that a more informal dialogue is continued with the Programme 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. Further instructions on how to nominate yourself or someone else as Class Rep will be given after the programme induction class. 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 and are the subject of discussion at meetings of the Staff-Student Committee, as well as at Staff meetings. Responses 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 completed online (as this seems most convenient for students), and automatic email reminders will be sent when required. 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 on. 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.

6 Course Outlines

6.1 Introduction

The following pages give details of each of the core and optional courses provided as part of the M.Sc. or PhD research training in the School of Psychology. See the "Programme Structure" section 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 up-take), so if you want to do a particular option, you should contact the organiser of that option ***as soon as possible***.
All assessment details will be on the relevant online Moodle pages, updated by each courses' organisers.

6.2 Core Courses

PSYCH5077 - Data Skills for Reproducible Research (Prof L DeBruine)

Course Aims

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

Intended Learning Outcomes of Course

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

- Draw on a range of specialised skills and techniques to formulate a research design appropriate to various kinds of questions in psychology and neuroscience
- Write scripts in R to organise and transform data sets using best accepted practices
- Explain basics of probability and its role in statistical inference
- Critically analyse data and report descriptive and inferential statistics in a reproducible manner

PSYCH5017 - Professional Skills (Prof L DeBruine, Dr G Mahrholz, Prof E Robertson, Dr C Sampaio Baptista, Dr D Simmons)

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 industry, in academia, community-based research and sources of potential funding for research careers
- To provide training in a number of different professional skills such as, for example, research design and management, spoken presentations, written academic papers, non-academic and academic CV writing, Web Home Page preparation, and grant proposal writing

Intended Learning Outcomes of Course

By the end of the course, students 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 and funding applications
- Identify the career options, transferable skills and funding opportunities available to psychological researchers
- Present their professional skills in appropriate forms such as CVs and Web home pages

SPS5037 - Qualitative Research Methods (Dr N Mirza)

Course Aims

The lectures are designed to give students grounding in why social science researchers use particular qualitative methodologies and how they may fit into a broader examination of society. The lectures are divided into three blocks: Research Design, Strategy, and Practical Skills; Data Collection Methods; and Analysis. The tutorials are designed to give students time to try out, discuss and critically examine how qualitative methods work in practice.
The goals of the course are to give students:

- Robust introductory knowledge of a range of qualitative methods

- The ability to build a solid research design
- The tools and experience to start to implement qualitative methods such as interviewing, focus groups, and analysis with skill and confidence
- The skill to find appropriate qualitative methods that relate to their inquiries
- The tools and experience to start to implement qualitative methods such as interviewing, focus groups, and analysis with skill and confidence

In addition to methods and research design skills, students acquire skills pertaining to the practicalities of the research process, such as structuring a qualitative dissertation, reviewing and using literature in appropriate ways, and meeting ethical standards and procedures.

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

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

PSYCH5018 - Research Methods in Cognitive Science (Dr M Lages, Dr P McAleer, Prof S Palva, Prof F Pollick)

Course Aims

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

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

- Critically understand advanced methods of research used in Cognitive Science
- Critically evaluate the application of advanced research methods in answering research questions in Cognitive Science
- Critically evaluate advanced methods of research used in Cognitive Sciences in relation to previous approaches in the field in terms of improving analyses and inferences

PSYCH5038P - Research Project (Dr P McAleer and Dr J Bartlett)

Course Aims

To give students the experience of designing, completing, discussing, and presenting on a cutting-edge research project in psychological laboratories of international standing and writing up the results for peer-reviewed publication.

Intended Learning Outcomes of Course

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

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

PSYCH5020 – Statistics & Research Design (Dr J Bartlett, Dr G Rousselet)

Course Aims

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

Intended Learning Outcomes of Course

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

- Use R to organize, restructure, and visualise complex datasets
- Explain the basic ideas behind resampling and robust statistics and their relation to classic parametric techniques
- Make predictions from a multiple regression equation and explain the interpretation of parameter estimates
- Express various study designs within a multilevel regression framework
- Compute basic quantities within a Bayesian framework

6.3 Optional Courses

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

PSYCH5021 - Advanced Visual Perception & Cognition (Dr M Lages, Dr G Mahrholz, Dr D Simmons)

Course Aims

To introduce students to detailed aspects of current research projects related to visual and auditory perception and cognition. This is achieved by a series of experts in the field providing the theoretical background, details of experimental techniques (including some practical exercises) and recent results from

their research field. As a result, students will be provided with a critical appreciation and technical grounding for their research projects.

Intended Learning Outcomes of Course

By the end of this course, students will be able to reflect critically a broad range of topics in visual and auditory perception and cognition and have detailed knowledge of at least three different research techniques/paradigms.

The topics covered will be in:

- Aspects of low-level visual perception (e.g., perceptual inference of colour and physiological mechanisms of colour vision)
- Aspects of mid-level visual perception (e.g., surface representation, binocular rivalry)
- Aspects of high-level visual perception and cognition (e.g., scene recognition, face perception, object categorisation)
- Auditory perception and cognition (e.g., soundwave structure, the mechanics of hearing, speech and voice perception)

PSYCH5022 - Cognitive Brain Imaging Methods (Dr G Cruz, Prof M Harvey, Prof L Muckli, Dr R Ince, Prof G Thut)

Course Aims

- To expose students to aspects of current neuroimaging research techniques, designs and application
- To provide students with knowledge of the application and implementation of a range of brain imaging methods and experimental paradigms
- To give students the knowledge and skills required to critically discuss which approaches are most appropriate for given research questions and applications
- To give students knowledge of the principal theories and concepts underpinning various neuroimaging techniques and designs
- To help students develop a critical awareness of current issues in neuroimaging, neuropsychology, neuroscience, and related areas

Intended Learning Outcomes of Course

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

- Critically discuss and synthesise knowledge of advanced methods of neuroimaging in Psychology and Neuroscience
- Critically evaluate the application of advanced neuroimaging methods in answering research questions in Psychology and Neuroscience
- Critically compare and evaluate advanced neuroimaging methods used in Psychology and Neuroscience in terms of improving analyses and inferences

PSYCH5025 – Formal Models (Dr M Lages)

Course Aims

To introduce students to formal models in the psychological sciences. This entails the application of parametric estimation and inference, prediction and testing of models, and quantitative methods in general.

Intended Learning Outcomes

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

- Use specialised tools for quantitative methods (e.g. packages in R)
- Critically evaluate challenges of formal modelling, and parametric testing (e.g. sampling, simulation)
- Engage in cutting-edge applications of data analyses (e.g. statistical learning)
- Develop interactive apps (e.g. shiny apps in R/RStudio)

- Present and communicate functionality of IT solutions

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

Course 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.

Intended Learning Outcomes

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

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

PSYCH5016 - Introduction to MatLab Programming (Prof Dr R Jack)

Course Aims

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

Intended Learning Outcomes of Course

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

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

PSYCH5090 - Social Robotics (Dr Chaona Chen)

Course Aims

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

Intended Learning Outcomes

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

- Critically evaluate state of the art experimental psychological work exploring human-robot interaction

- Critically evaluate the utility of socially intelligent virtual agents for exploring fundamental social psychology research questions
- Critically evaluate how physical presence shapes how people perceive and interact with artificial agents
- Critically evaluate the role played by emotions in shaping human-robot interactions
- Evaluate the role of experience and expectations with artificial agents on the formation of long-term (social) relationships between humans and machines

PSYCH5101 – Transdisciplinary Team Science (Dr E Robertson, Prof L DeBruine, Dr L Petro)

Course Aims

The aim of the course is an exploration of how research teams are formed and work most effectively. The benefits and challenges of doing transdisciplinary research will be discussed and creative solutions to these challenges explored. Case studies of collaboration at different scales, from PI-led lab groups to international multi-site collaborations will be investigated. Students will develop the skills and knowledge needed to conduct and evaluate transdisciplinary team science. They will further engage with practical aspects of transdisciplinary collaboration through group formative exercises that reinforce the weekly topics.

Intended Learning Outcomes

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

- Demonstrate a critical awareness of the various roles in a scientific team
- Produce and critically evaluate transdisciplinary research proposals
- Critically evaluate the fit between different models of team science and different research questions
- Develop original and creative responses to the challenges of, and barriers to, interdisciplinary science
- Critically reflect on their own and others' roles in a team project

PSYCH5105 – Virtual Reality (Dr D Simmons)

Course 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.

Intended Learning Outcomes

By the end of the course students should 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

7 Summary of the University Assessment Policy

7.1 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 our Academic Policy & Governance webpage.

7.2 Reassessment

If students fail to meet the threshold grade 12.0 for the award of the degree, the Board of Examiners may approve that reassessment of the dissertation or substantial piece of coursework is allowed. Only one resubmission is permitted. The Programme Lead will advise students in this position. Students are encouraged to contact the Programme Lead, Dissertation Supervisor and their Adviser of Studies if they are experiencing any 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 noted in the "Pastoral Resources" section below.

7.3 Grading Scale

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

ALL COURSES				**Primary verbal descriptors of attainment of Intended Learning Outcomes**
Primary Grade	**Gloss**	**Secondary Band***	**Aggregation Score**	
A	Excellent	A1 A2 A3 A4 A5	22 21 20 19 18	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures
B	Very Good	B1 B2 B3	17 16 15	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
C	Good	C1 C2 C3	14 13 12	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
D	Satisfactory #	D1 D2 D3	11 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.

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

7.4 Minimum Requirement for Credit

Requirements for the award of a degree, diploma or certificate include the attainment of a prescribed number of credits. The award of credit is a different process from the award of a grade for a course. No matter what grade is awarded for a course, a candidate will be awarded credit for it, which counts towards fulfilment of the credit requirements for an award. The basic requirement which must be fulfilled before a student is awarded credit for a course is that 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: https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/. These pages also link to information on 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 more information can be found via our Equality & Diversity webpage.

8.2 Attendance

Attendance and engagement with online Lectures and practical classes strongly correlate 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 section 8.8 below for further details).

8.3 Complaints Procedure

The University and School are committed to providing an excellent education 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. The School therefore reserves the right, without notice, to vary the content of its courses and syllabuses and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.

In general, the following order of priority should be applied:

1. This handbook is up to date as of the start of Semester 1 only and will not be updated throughout the year
2. Any changes will be communicated to students via Microsoft Teams, MyCampus, Moodle, class emails and electronic notices, Lecture announcements and handouts
3. Announcements and handouts supersede other documents such as this handbook
4. Lecturers will provide detailed Lecture summaries for their courses and post these 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, 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 this Code. Further information is available within the Student Contract.

A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour, not just the alleged subject of this intimidating behaviour. Any evidence of such behaviours, such as the example of Social Media screenshots above, will be passed to the Senate Assessor for Conduct who will decide whether it merits consideration under the 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. 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 the need for a more individual form of help or assistance. There are many ways in which you can contact members of staff. Lecturers are available for consultation at appointed hours, which can be found on the School of Psychology and Neuroscience webpage, to discuss course content. In addition, each course has a Microsoft Teams channel to communicate with staff and peers, and there is the possibility of e-mail contact with your dissertation supervisor and, of course, with any of the lecturing staff. If the problem is more general (concerning the whole programme), or is personal in nature, then please feel free to contact Dr Phil McAleer for advice and support. His email address is philip.mcaleer@glasgow.ac.uk.

8.8 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. Our Student Absence Policy provides further information, including 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.

8.10 Withdrawing from the Programme

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

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

If after discussing your situation you decide to withdraw, it is not sufficient to verbally inform your Adviser of Studies or Programme Lead. You need to complete an online form to submit your request. You can access the online withdrawal form using your GUID and password.
You can find further information and guidance on our Registry webpage.
Regarding any refunds, further information is available within the University's Refund Policy.
Students withdrawing within 13 weeks of Semester 1 commencing will still be liable for 60% of the annual tuition fee. Students withdrawing after this point will be liable for 100% of the annual tuition fee.

9 Communication

9.1 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 faster response. You should 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 this 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.

9.2 Communication via Microsoft Teams

We will use Microsoft Teams as the discussion forum to answer student questions. We will also use it, along with Moodle, to share additional resources pertaining to lectures, coursework, and exams. Channels have been set up for each course within the Honours and PGT Team, as well as a general channel for this course.

Students are required to join the team and check it regularly, as most interaction and communication will come via Microsoft Teams. More info on how to access the Team is available on Moodle.

9.3 Contacting Staff & Email Etiquette

There are a variety of means to contact staff including Microsoft Teams, Moodle and email. When using email, you must use your University of Glasgow account when contacting staff. 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. Research Methods" 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, 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 that will help you in your professional work. Take time to compose your email carefully. Consider emails as the modern format of a formal letter. An email to staff comes with a proper salutation, honorific, and name of the staff you are addressing the email to ("Hi there" is not a proper way to start an email to staff, for example). Next, provide some info on who you are and provide background for your request. Then, state your request or question and sign the email with your name. If you are unsure on how to address a staff member and you contact them for the first time, go with the most formal way to address them ("Hi/Dear Dr/Prof XXX"). When they reply to your email, pay attention on how they sign their email. This tells you how they want to be addressed to. The Learning Scientists have created a blog post providing more resources on email etiquette.

9.4 Pastoral Resources

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

Programme Lead

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

Course Leads and 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 several 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 Mental Health Crisis Disability Services provide 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 care@psy.gla.ac.uk for support.

9.5 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 4pm. 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.

10 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 or 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 all feedback and reflect upon this to improve future work. Students are supported in this via online resources including marking criteria, feedback sheets, generic feedback, course materials and online report writing guides. To learn more about the expectations for assignments, consult the Course Learning Objectives and advice published about your assignments. Students are encouraged to keep a reflective log of feedback throughout the year.

10.1 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 MyCampus after exam boards are concluded. There are 3 exam board meetings for the M.Sc. Programme; an interim exam board in January/February; an interim exam board in June, and a final exam board meeting in October.

10.2 Coursework Deadlines and Feedback Calendar

Course	HAND-IN	Feedback returned (if handed in on time)
Social Robotics Research Proposal	27 October 2023	20 November 2023
Data Skills Reproducible Report (mid-term)	1 November 2023	23 November 2023
From Visual Awareness to Free Will Critical Review	8 December 2023	18 January 2024
CBIM Critical Review/Essay	8 December 2023	18 January 2024
Data Skills Reproducible Report (final)	13 December 2023	23 January 2024
Professional Skills Portfolio	12 January 2024	5 February 2024
Stats & Research Design Homework 1	16 February 2024	11 March 2024
Intro to Matlab Homework	Weekly after each class	Before next class
Formal Models Writing Assignment	23 February 2024	18 March 2024
Transdisciplinary Team Science Reflective Portfolio	23 February 2024	18 March 2024
RM in Cognitive Science Critical Review	1 March 2024	25 March 2024
Stats & Research Design Homework 2	15 March 2024	10 April 2024
Stats & Research Design Homework 3	19 April 2024	14 May 2024
Advanced Perception & Cognition Critical Review	19 April 2024	14 May 2024
Virtual Reality Critical Review	19 April 2024	14 May 2024
Research Project Presentation	26 April 2024	21 May 2024
Research Project Dissertation	9 August 2024	9 September 2024

NB. These dates are preliminary and may be subject to change. These dates are based on coursework being handed in by the correct deadline. Please ensure availability at all examination periods.