School of Psychology & Neuroscience

Head of School   Professor Verity Brown

Taught Programmes

Postgraduate Certificate:

Adults with Learning Disabilities who have Significant and Complex Needs

Adult Support, Protection and Safeguarding

Postgraduate Diploma:

Adults with Learning Disabilities who have Significant and Complex Needs

M.Sc.:

Adults with Learning Disabilities who have Significant and Complex Needs

Conversion Course Psychology
Evolutionary and Comparative Psychology: The Origins of Mind
Health Psychology

M.Res.:

Psychology

For all Masters degrees there are exit awards available that allow suitably-qualified candidates to receive a Postgraduate Certificate or Postgraduate Diploma.

Programme Requirements

Psychology

M.Res.:

90 credits: PS5003, PS5005, SS5103 and SS5104

30 credits: from SS5101, SS5102 or PS5021 or PS4091

60 credits: Dissertation module PS5002

Conversion Course Psychology

M.Sc.:

100 credits: SS5104, PS5005, PS5240, PS5231- PS5234

10 credits: PS5235 - PS5236

10 credits: PS5237 - PS5238 and

60 credits :PS5002

Evolutionary and Comparative Psychology: The Origins of Mind

M.Sc.:

150 credits: PS5005, PS5010, PS5011, PS5012, PS5013

30 credits: PS4085, PS4086, PS5003, PS5021, PS5031, or other approved 4000 level modules.

Adults with Learning Disabilities who have Significant and Complex Needs

Postgraduate Certificate:

60 Postgraduate SCOTCAT Points from a choice of 4 from 6 postgraduate modules (CE5001 - CE5006) (15 Points per module)

Postgraduate Diploma:

60 credits from PS5101 - PS5106

plus

Either 60 credits from PS5401 - PS5406,

or 60 credits from CE5001 - CE5006 or equivalent (10 Points per module)

M.Sc.:

60 credits from PS5101 - PS5106

plus

Either 60 credits from PS5401 - PS5406

or 60 credits from CE5001 - CE5006 or equivalent

plus 60 credits from Dissertation module PS5199

Adult Support, Protection and Safeguarding

Postgraduate Certificate:
60 credits from PS5401 - PS5406

Health Psychology

M.Sc.:

120 credits :MD5001, MD5002, MD5003, MD5004, MD5090

60 credits: PS5003, PS5005

Psychology (PS) Modules

PS4085 Evolution and Development of Social and Technical Intelligence

SCOTCAT Credits:	15	SCQF Level 10	**Semester:**	1

Availability restrictions:	Available only to undergraduate students in the second year of the Honours Programme. Also available to postgraduate students on M.Sc. Evolutionary and Comaparative Psychology: the Origins of Mind
Planned timetable:	11.00 am - 1.00 pm Thu.

The last two decades have witnessed a surge of research on social and technical intelligence, both in humans and an increasingly wide range of non-human animal species. This module surveys the principal discoveries, integrating field and captive studies, as well as both observational and experimental methodologies, to trace the evolution and development of aspects of social intelligence such as imitation and theory of mind, and technical intelligence, such as tool use and understanding of causality. Key aims include appreciating the range of methodologies that have been developed and how these can be used to trace the evolution and ontogeny of the underlying psychological mechanisms.

Programme module type:	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.	
Learning and teaching methods and delivery:	**Weekly contact**: 2-hour seminars plus tutorial time.	
	Scheduled learning: 33 hours	**Guided independent study:** 117 hours
Assessment pattern:	**As defined by QAA:** Written Examinations = 0%, Practical Examinations = 0%, Coursework = 100%	
	As used by St Andrews: Coursework = 100%	
Module Co-ordinator:	TBC	
Lecturer(s)/Tutor(s):	TBC	

PS4086 Origins and Evolution of Mind Reading (Theory of Mind)

SCOTCAT Credits:	15	SCQF Level 10	**Semester:**	2
Availability restrictions:	Available only to undergraduate students in the second year of the Honours Programme. Also available to postgraduate students on M.Sc. in Evolutionary and Comparative Pyschology: the Origins of Mind			
Planned timetable:	11.00 am - 1.00 pm Tue			

The module will offer a comparative approach to the emergence of the ability to understand mental states in children and non-human primates, and its alteration in autism. This ability (also known as Theory of Mind) is at the heart of many of humans unique cognitive achievements, but their origins can be traced back in evolution and development. The course will discuss the current state of research in this area, emphasising both empirical and conceptual aspects posed by the combination of the evolutionary and developmental approaches.

Programme module type:	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.
Learning and teaching methods and delivery:	**Weekly contact**: 2-hour seminars plus tutorial time.
	Scheduled learning: 33 hours · **Guided independent study:** 117 hours
Assessment pattern:	**As defined by QAA:** Written Examinations = 75%, Practical Examinations = 0%, Coursework = 25%
	As used by St Andrews: 2-hour Written Examination = 75%, Coursework = 25%
Module Co-ordinator:	Dr J-C Gomez
Lecturer(s)/Tutor(s):	Dr J-C Gomez

PS4091 Modelling and Computer-aided Research

SCOTCAT Credits:	15	SCQF Level 10	**Semester:**	1
Planned timetable:	11.00 am - 1.00 pm Tue			

As research becomes ever more computationally intense, the ability to use modern research software is becoming indispensable. This practical module will offer an introduction to computational modelling and provide you with the skills necessary to apply it in your research. Emphasis will be put on using scientific scripting languages in a research context. This module will build on the statistical techniques learned in previous modules and introduce modelling techniques, and imaging, stimulus presentation, and data visualisation.

Programme module type:	Optional for M.Res. in Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 lecture and 1 seminar plus tutorial time.
	Scheduled learning: 22 hours · **Guided independent study:** 128 hours
Assessment pattern:	**As defined by QAA:** Written Examinations = 60%, Practical Examinations = 0%, Coursework = 40%
	As used by St Andrews: 2-hour Written Examination = 60%, Coursework = 40%
Module Co-ordinator:	Dr D W Hunter
Lecturer(s)/Tutor(s):	Dr D W Hunter

PS5002 Research Project

SCOTCAT Credits:	60	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	To be arranged with the supervisor.			

The student will carry out a major piece of original and independent research under the guidance of an academic supervisor. Under normal circumstances the research will be planned during the academic semesters and then conducted during the summer after successful completion of the other M.Res. modules. Supervision will be regular and will normally average approximately one hour every two weeks. The aim of the module is to give the student an opportunity to develop expertise in designing, conducting and analysing psychological research, and also to learn how to present such work in writing.

Programme module type:	Compulsory for M.Res. in Psychology and for the M.Sc. Conversion Course in Psychology.
Learning and teaching methods and delivery:	**Weekly contact**: Personal tutorials at approximately 2-weekly intervals.
Assessment pattern:	15,000 word (maximum) research report
Module Co-ordinator:	Dr E Bowman

PS5003 Generic Research and Professional Skills in Psychology

SCOTCAT Credits:	30	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	To be arranged.			

This module introduces students to the various skills and issues that are of importance to academic psychologists irrespective of their particular area of research. Weekly seminars will cover the various topics, such as academic presentations (published writing, talks, posters), the use of technology in order to enhance communication, how to read research reports, how to gain ethical approval for research, and how to build an academic career.

Programme module type:	Compulsory for M.Res. in Psychology. Compulsory for M.Sc. in Health Psychology. Optional for M.Sc. - Evolutionary and Comparative Psychology: the Origins of Mind.
Co-requisite(s):	All seven modules are to be taken together in the same session. The 'same session' requirement may be waived at the discretion of the Head of School.
Learning and teaching methods and delivery:	**Weekly contact**: 17 x 2-hour seminars.
Assessment pattern:	10 elements of Coursework
Module Co-ordinator:	Dr W Li

PS5005 Methods of Data Analysis in Psychology

SCOTCAT Credits:	30	SCQF Level 11	**Semester:**	2
Planned timetable:	To be arranged.			

This module aims to ensure that students are competent in the use of advanced data analysis in psychology. This includes advanced training in common statistics (including regression, analysis of variance and multivariate techniques) plus additional training in qualitative methods. Students will also study more complex topics such as statistical modeling.

Programme module type:	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind, M.Sc. Conversion Course in Psychology, M.Sc. in Health Psychology, M.Res. in Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 11 x 2-hour workshops.
Assessment pattern:	10 elements of Coursework
Module Co-ordinator:	Dr E Bowman
Lecturer(s)/Tutor(s):	Dr E Bowman and Dr N Tausch

PS5010 Principal Approaches to the Origins of Mind

SCOTCAT Credits:	30	SCQF Level 11	**Semester:**	1
Planned timetable:	10.00 am Seminars, 2.00 pm practicals/tutorials.			

This module serves to introduce distinct ways of studying the origins of mind within a comparative Tinbergian framework, emphasising both functional and mechanistic accounts; why capacities exist, how they are implemented, how they evolved and how they develop. Lectures will cover general evolutionary theory and: (1) Comparative/Phylogenetic, (2) Developmental, (3) Mechanistic/causal, and (4) Functional/adaptive approaches. 'Hot' research topics will be presented using particulars of these frameworks and will exemplify the spectrum of methods possible to address the origins of mind.

Programme module type:	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.
Co-requisite(s):	PS5005, PS5011, PS5012, PS5013
Learning and teaching methods and delivery:	**Weekly contact**: Seminar and tutorial/practical each week.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Prof R W Byrne
Lecturer(s)/Tutor(s):	Prof R W Byrne and Dr G Brown

PS5011 Empirical Approaches to the Evolution of Communication

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	1 or 2
Planned timetable:	To be arranged.			

This module will explore the evolution of human language and animal communication through the comparative study of communication and cognition in humans and a variety of non-human species. The module will include detailed analysis of multiple empirical approaches used in cutting-edge research in both field and laboratory. The module integrates evolutionary theory, behavioural ecology, ethology, linguistics and psychological theory to account for how and why humans and other species have evolved their unique communication skills. An important focus will be on empirical methods of testing various theories proposed for the evolution of communication and language.

Programme module type:	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.
Co-requisite(s):	PS5005, PS5010, PS5012, PS5013
Learning and teaching methods and delivery:	**Weekly contact**: 2-hour seminars, tutorials and practicals.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Prof K Zuberbühler
Lecturer(s)/Tutor(s):	Prof K Zuberbühler

PS5012 Origins of Human Cognition

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	2
Planned timetable:	9.00 am Seminars, 2.00 pm practicals/tutorials.			

This module focuses on the origins of human cognition from evolutionary and developmental perspectives. How do we come to parse the 'blooming buzzing confusion' of cues from our physical and social environments into meaningful representations that support functionally adaptive behaviour? In the physical world are objects, their properties and the causal underpinnings of their interactions. The social world contains agents, their actions, and their mental states. How does cognitive processing reveal cues and build representations about the causal structure of the physical and social world? This course examines how these features are perceived and processed by developing humans and other animals for adaptive behaviour, and investigates the evidence for the proximate mechanisms underlying the abilities seen. The module links together the evolution and development of different cognitive abilities with a focus on empirical comparative research.

Programme module type:	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.
Co-requisite(s):	PS5005, PS5010, PS5011, PS5013
Learning and teaching methods and delivery:	**Weekly contact**: 2-hour seminars, 1.5- hour tutorials and practicals.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Prof D Perrett
Lecturer(s)/Tutor(s):	Prof D Perrett

PS5013 Research Project

SCOTCAT Credits:	60	SCQF Level 11	**Semester:**	Summer
Planned timetable:	Not applicable.			

This aim of this module is to acquire research skills within the domain of evolutionary psychology. Students will conduct and report a research project from an evolutionary perspective. Projects may comprise field and/or laboratory-based studies, the analysis (including meta-analysis) of extant data, or the critical review and evaluation of existing literature. Students will need to demonstrate substantive contribution to the project and that the work is original. The thesis can be in any area of evolutionary psychology agreed by the student's supervisor and course coordinator, and approved by ethical review.

Programme module type:	Compulsory for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.
Co-requisite(s):	PS5005, PS5010, PS5011, PS5012
Learning and teaching methods and delivery:	**Weekly contact**: Not applicable.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr E Bowman

PS5021 Methodologies for Psychology and Neuroscience

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	To be arranged.			

The primary aim of this module would be that the student gains some practical, hands-on experience, albeit rather briefly, of a number of laboratory techniques and of research methodologies as are employed by the Principal Investigators in the School of Psychology and Neuroscience. Across the course the student would experience a wide variety of methods and research practices and thereby become more aware of the possibilities of an integrative approach. The course would entail one weekly session (approx. 5 hours per week) during which the student would spend a session in the laboratory of a PI (Principal Investigator). This module would cover the research design, data collection, data analysis and the publication style of each PI. The PI would demonstrate the methodology, data collection and data analysis relevant to that laboratory and to the field in which the PI works. This may include an introductory lecture or discussion of literature relevant to the PI's field and would be followed by observation of, and basic training in the specific techniques used by the PI in conducting that research. The student would be involved in any data collection that may take place during that session, be made aware of the way in which those data are analysed by that PI's group and then shown how those results are prepared for publication and other dissemination.

Programme module type:	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind and M.Res. Psychology Programme.
Learning and teaching methods and delivery:	**Weekly contact**: 5 hours each week for 5 weeks.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Prof V Brown

PS5031 Review

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year	

Planned timetable:	To be arranged.

This supervised review will compare and contrast different theoretical and methodological approaches to a particular topic in the study of the mind. The aim of this module is to encourage students to gain a clear picture as to what is unique about an evolutionary approach to the study of the mind, how it differs from other psychological approaches, and to gain an appreciation of the strengths and weaknesses of such an approach. Suitable topics for review will be chosen by agreement with the student's supervisor and the Course Controller.

Programme module type:	Optional for M.Sc. Evolutionary and Comparative Psychology: the Origins of Mind.
Co-requisite(s):	PS5005, PS5010, PS5011, PS5012, PS5013
Learning and teaching methods and delivery:	**Weekly contact**: 4 tutorials across the semester.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr E Bowman

Postgraduate Certificate/Diploma/M.Sc. by Distance Learning: Adults with Learning Disabilities who have Significant and Complex Needs Programme

These modules are designed as training for staff working in learning/intellectual disability services, to update current knowledge and good practice, and to teach the specific skills necessary to undertake a career as a research practitioner in learning disability services.

Co-requisite(s):   All four Postgraduate Certificate modules to be completed within 12 months. All six Postgraduate Diploma modules are to be completed within 12 months. Assessment of Postgraduate M.Sc. is by a 15,000-word Dissertation.

Modules

A choice of 4 from 6 postgraduate modules (CE5001 - CE5006) delivered by distance learning, comprises the core of the Postgraduate Certificate. These modules (CE5001 - CE5006) may also be taken as single modules. At Postgraduate Diploma level, a set of 6 modules (PS5101 - PS5016) or (PS5401 - PS5406) are the basic research practitioner training.

Postgraduate Certificate modules (CE5001-CE5006)

CE5001 Distance Learning Programme: Challenging Behaviour				
SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year
Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to people with intellectual disabilities.			
Planned timetable:	150 notional hours of learning time (delivered by online distance learning).			
This is a module concerned with the additional needs of adults with intellectual disabilities. This module considers definitions of challenging behaviour and how such behaviour is conceptualised in modern theories. It looks at: Types of challenging behaviour, prevalence, causation and theoretical perspectives, person-environment interactions, neurobiological explanations of challenging behaviour, behavioural phenotypes and challenging behavior, approaches to intervention, cognitive-behaviour therapy, service design, organisational culture, specialisation in community settings, assessment and treatment units, support in integrated settings, support family carers, support in day opportunity settings.				
Programme module type:	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.			
Pre-requisite(s):	A university degree or a professional qualification (/social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.			
Learning and teaching methods and delivery:	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
Assessment pattern:	Coursework =100%			
Module Co-ordinator:	Dr M Campbell			
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg			

CE5002 Distance Learning Programme: Mental Health

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to people with intellectual disabilities.
Planned timetable:	150 notional hours of learning time (delivered by online distance learning)

The module investigates how mental health difficulties reveal themselves in people with intellectual disabilities and how they may be diagnosed. Also investigated, through evidence based practice: different types of mental health difficulties, a range of responses by front-line staff to such difficulties, methods of assessment and courses of treatment, residential and non-residential mental health services, and ethical and legal issues related to mental health difficulties.

Programme module type:	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.
Learning and teaching methods and delivery:	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework =100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

CE5003 Distance Learning Programme: Offenders with Learning Disabilities

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to people with intellectual disabilities.
Planned timetable:	150 notional hours of learning time (delivered by online distance learning).

The module investigates how services support people who have an intellectual disability and/or mental health condition and who have either been convicted of an offence indicating a risk to the public or have exhibited behaviour indicating pro-active management is required. It aims to improve students' ability to assess social and healthcare needs and management of forensic services in order to enhance quality of life and preserve individual rights as the person with intellectual disabilities. Case studies of individuals and of services are used to illustrate the complexity of this area of work, and to demonstrate best practice.

Programme module type:	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.
Learning and teaching methods and delivery:	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework =100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

CE5004 Distance Learning Programme: Profound and Multiple Disabilities

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to people with intellectual disabilities.
Planned timetable:	150 notional hours of learning time (delivered by online distance learning).

The module aims to increase understanding of the complex social and health care needs of adults with profound and multiple intellectual disabilities. Students will investigate the requirements of good service provision for this group and provide examples of how community presence and participation can be achieved. The role of family carers in long term support is also researched.

Programme module type:	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services
Learning and teaching methods and delivery:	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

CE5005 Distance Learning Programme: Vulnerability, Victimisation and Abuse

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to people with intellectual disabilities.
Planned timetable:	150 notional hours of learning time (delivered by online distance learning).

The module investigates the history of and settings for victimisation and abuse of vulnerable individuals, in the context of adult support and protection. Students are asked analyse their own service setting with respect to arrangements that minimise the possibility of victimisation and abuse and develop strategies to deal with suspected or identified incidents of abuse. A number of illustrative case studies are explored. There is also an investigation of the knowledge and skills needed to respond to the needs of those who have been abused in a constructive manner.

Programme module type:	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.
Learning and teaching methods and delivery:	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

CE5006 Distance Learning Programme: Older People with Learning Disabilities

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to people with intellectual disabilities.
Planned timetable:	150 notional hours of learning time (delivered by online distance learning).

The module investigates knowledge and skills needed to support people with intellectual disabilities as they get older and in their later years with respect to their social and health needs (including dementia) The course aims to improve the ability to assess social and healthcare needs and management of services in order to enhance quality of life and preserve individual rights as the person with intellectual disabilities gets older and to increase knowledge of the role and expectations of older family carers.

Programme module type:	Optional for the Postgraduate Certificate programme: Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	A university degree or a professional qualification (social work/nursing/professions allied to medicine) or at least three years experience in a management position in intellectual disability services.
Learning and teaching methods and delivery:	1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework =100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

Postgraduate Diploma modules (PS5101-PS5106)

PS5101 Intellectual Disability Research				
SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			

This distance-learning module is one of six in the postgraduate Diploma programme Adults with Learning Disabilities who have Significant and Complex Needs. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:
Unit 1: What kinds of questions can be addressed in ID research?
Unit 2: The practitioner-research
Unit 3: What are the principal paradigms through which questions may be addressed?
Unit 4: Research, evaluation and audit
Unit 5: Theories, concepts and operationalisation
Unit 6: Ethical issues and ethical permission
The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.
The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.

Programme module type:	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hopp

PS5102 Data Collection and Sampling				
SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			

This distance-learning module is one of six in the postgraduate Diploma programme Adults with Learning Disabilities who have Significant and Complex Needs. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:
Unit 1: Quantitative data: types of measurement; issues in sampling
Unit 2: Qualitative data: sources; issues in sampling
Unit 3: Surveys and Questionnaires
Unit 4: Interviews
Unit 5: Use of standardised assessment instruments
Unit 5: Observational methods
Unit 6: Experimental measurement
The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.
The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.

Programme module type:	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hopp

PS5103 Quantitative Data Analysis: Fixed Designs

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year

Academic year:	2013/4
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).

This distance-learning module is one of six in the postgraduate Diploma programme Adults with Learning Disabilities who have Significant and Complex Needs. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:
Unit 1: General design issues
Unit 2: Experimental design
Unit 3: Quasi-experimental designs
Unit 4: The analysis of quantitative data
Unit 5: Analysis of single subject data
Unit 6: Graphical presentation
The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.
The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.

Programme module type:	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5104 Qualitative Data Analysis: Flexible Designs

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year

Planned timetable:	100 notional hours of learning time (delivered by online distance learning).

This distance-learning module is one of six in the postgraduate Diploma programme Adults with Learning Disabilities who have Significant and Complex Needs. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:
Unit 1: Background to qualitative research
Unit 2: Grounded theory studies
Unit 3: Case study methods
Unit 4: Ethnographic studies
Unit 5: Analysing qualitative data
Unit 6: What to avoid in reporting qualitative research
The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.
The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.

Programme module type:	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5105 Writing a Research Report

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			

This distance-learning module is one of six in the postgraduate Diploma programme Adults with Learning Disabilities who have Significant and Complex Needs. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:
Unit 1: Reporting data from a quantitative study
Unit 2: Reporting data from a qualitative study
Unit 3: Types of report (empirical, review, case study etc)
Unit 4: Organisation and content in reporting research
Unit 5: Referencing
Unit 6: Submitting papers for journal publication
The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.
The core text for this module will be Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.

Programme module type:	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5106 Undertaking a Small Scale Study					

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			

This distance-learning module is one of six in the postgraduate Diploma programme Adults with Learning Disabilities who have Significant and Complex Needs. It introduces students to the core skills necessary for research in the field of Intellectual Disability, including the following:
Unit 1: Developing your idea
Unit 2: Undertaking a literature review
Unit 3: Writing a research proposal
Unit 4: The practitioner-researcher re-visited
Unit 5: Requirements for course assignment
Unit 6: Working through the model answer
The module is appropriate for professionally qualified staff who wish to develop research skills with a view to improving their professional practice.
The core text for this module is Robson, C. (2002) Real World Research: A resource for social scientists and practitioner-researchers: 3rd edition. Oxford: Wiley.

Programme module type:	Compulsory for Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.
Pre-requisite(s):	60 credits from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

Postgraduate Masters (M.Sc.)

PS5199 Dissertation for M.Sc. Programme in Adults with Learning Disabilities who have Significant and Complex Needs				
SCOTCAT Credits:	60	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	To be negotiated with supervisor, over a period of 12 months.			
A member of the teaching staff in the School of Psychology, who will advise on the choice of subject and provide guidance during the work, will supervise this dissertation. The completed dissertation of not more than 15, 000 words must be submitted within 12 months of the starting date.				
Programme module type:	Compulsory for M.Sc. in Adults with Learning Disabilities who have Significant and Complex Needs.			
Pre-requisite(s):	4 modules from CE5001 - CE5006 or 60 credits from an equivalent Postgraduate Certificate in Learning Disabilities plus PS5101 - PS5106			
Learning and teaching methods and delivery:	**Weekly contact**: Individual Supervision.			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	Dr M Campbell			
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg			

Postgraduate Certificate by Distance Learning: Adult Support, Protection and Safeguarding Programme

This programme of 6 modules is designed for staff working in supervisory or professional positions in services for older people and adults with learning disabilities or mental health problems. The focus of the programme is on how services can best support and protect vulnerable adults, with reference to legislation, policy and practice.

Co-requisite(s): All 6 Postgraduate Certificate modules (PS5401 - PS5406) to be completed within 12 months.

Modules

A set of postgraduate modules delivered by distance learning composes the core of the basic research practitioner training. Students who successfully complete this Postgraduate Certificate may progress to the Postgraduate Diploma in Adults with Learning Disabilities who have Significant and Complex Needs.

PS5401 The Evidence on the Abuse of Adults

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to older people or adults with learning disabilities or mental health problems
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).

This is a module concerned with the historical evidence and prevalence of abuse of vulnerable adults. We consider definitions of abuse, the nature of harm and people most at risk from harm. The topics studied include sexual harm, physical harm, financial exploitation, neglect and self-neglect, emotional harm and discriminatory harm.

Programme module type:	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.
Pre-requisite(s):	University degree or a prof. qualification (social work / nursing / professions allied to medicine). Substantial relevant experience in a cognate discipline, together with at least three years practical management/supervision will be considered.
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5402 The Ecological Model of Adult Protection

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to older people or adults with learning disabilities or mental health problems
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).

This is a module concerned with an 'Ecological Model' of adult protection. We consider how characteristics of vulnerable adults, perpetrators, relationship and environmental factors must all be taken into account in service agency policies and regulatory frameworks. The topics studied include the individual at risk, settings, legislation and government policy, culture and philosophy and international influences.

Programme module type:	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.
Pre-requisite(s):	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered.
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Teaching materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5403 The Individual at Risk and Significant Others

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year

Availability restrictions:	Employed full or part-time in health, social or voluntary sector services to older people or adults with learning disabilities or mental health problems
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).

This is a module focusing on the individual at risk and significant others, in the context of adult protection. We look at how investigations of allegations of harm need to be conducted systematically, taking into account issues of capacity and consent, training, and dealing with the consequences of harm.

Programme module type:	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.
Pre-requisite(s):	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5404 Protective Service Designs: The Setting and Service Agency

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to older people or adults with learning disabilities or mental health problems			
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			

This is a module focusing on protective service designs, in the context of adult protection. We look at the importance of service design, culture and policies in health, social services and the voluntary sector. The module analyses the impact of service design on the degree of risk of harm for adults with learning disabilities.

Programme module type:	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.
Pre-requisite(s):	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5405 Regulatory Frameworks and Adult Protection Procedures

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to older people or adults with learning disabilities or mental health problems			
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			

This is a module looking at the international, national and local context of adult protection frameworks. We look at how legislation and policy are translated into regulatory frameworks to protect and safeguard vulnerable adults. Human Rights and ethical issues are considered in a wider international perspective.

Programme module type:	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.
Pre-requisite(s):	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered.
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr M Campbell
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg

PS5406 Adult Support, Protection and Safeguarding: Ecological Model Assignment				
SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	Whole Year
Availability restrictions:	Must be employed full or part-time in health, social or voluntary sector services to older people or adults with learning disabilities or mental health problems .			
Planned timetable:	100 notional hours of learning time (delivered by online distance learning).			
This module provides information and instruction for completion of the written module assignment; a service-based audit of adult protection. This assignment will be based on either (a) an adult protection case from the student's own professional practice, or (b) a detailed adult protection case study provided for the purpose.				
Programme module type:	Compulsory for the Postgraduate Certificate programme: Adult Support, Protection and Safeguarding.			
Pre-requisite(s):	University degree or a prof. qualification (social work / nursing / professions allied to medicine). In some cases substantial relevant experience in a cognate discipline, with at least three years practical management/supervision will be considered.			
Learning and teaching methods and delivery:	**Weekly contact**: 1 introductory seminar - Online teaching and learning materials supplied for distance learning, supported by online materials and access to WebCT, library electronic databases. University tutor support by email and telephone.			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	Dr M Campbell			
Lecturer(s)/Tutor(s):	Dr M Campbell, Prof J Hogg			

Conversion Course Psychology M.Sc.

PS5231 Conceptual Issues and Theoretical Perspectives

SCOTCAT Credits:	10	SCQF Level 11	Semester:	1
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Thu. (first half of semester)			

This module addresses the historical and philosophical background to current debates in psychology. The module will be taught via lectures and seminars including student presentations. Emphasis will be placed on the development of critical analysis of alternative models and levels of explanations of behaviour, and the ability to relate conceptual debates in psychology to issues in the real world.

Programme module type:	Compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Mr P L Gardner
Lecturer(s)/Tutor(s):	Mr P L Gardner

PS5232 Assessment in Clinical Psychology

SCOTCAT Credits:	10	SCQF Level 11	Semester:	2
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Thu. (second half of semester)			

This module presents psychopathological conditions and provides a basic understanding of the underlying neuronal and/or cognitive-behavioural mechanisms. Examples will be drawn from the field of clinical psychology and/or clinical neuropsychology. The module will further explore in detail the tools and procedures used to assess psychopathological conditions by discussing their theoretical/statistical background and by demonstrating how to use these tools in clinical and experimental settings. In addition, the use of these tools will be trained in small group settings.

Programme module type:	Compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	TBC
Lecturer(s)/Tutor(s):	TBC

PS5233 Developmental Psychology

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	2
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Thu. (first half of semester)			
This module is designed to equip students with an appreciation of key principles, concepts, methods and discoveries in developmental psychology, with an emphasis on evolutionary and Comparative perspectives that are a particular strength of such work in St Andrews. The module aims to offer a broad perspective spanning infancy to childhood, and a range of key topics in cognitive and social development.				
Programme module type:	Compulsory for M.Sc. Conversion Course Psychology			
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	Dr A Lucas			
Lecturer(s)/Tutor(s):	Dr A Lucas			

PS5234 Social Psychology

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	2
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Tue. (first half of semester)			
This module explores in depth key topics across the breadth of social psychological enquiry. A variety of research approaches will be examined in order to develop the scientific understanding and critical skills in this field. Approaches that will be covered include social cognition, social identity and the study of intergroup relations. In each case, the strengths and limitations of the approaches are explored, and theoretical knowledge will be linked to current events.				
Programme module type:	Compulsory for M.Sc. Conversion Course Psychology			
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.			
Assessment pattern:	Coursework = 100%			
Module Co-ordinator:	Dr K Mavor			
Lecturer(s)/Tutor(s):	Dr K Mavor			

PS5235 Cognitive and Behavioural Neuroscience

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	1
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Tue. (first half of semester)			

This module will address evolutionary and comparative approaches to psychology. The aim is to provide an understanding of major evolutionary forces and how they have shaped animal and human behaviour and psychology. Key principles, concepts and methodologies will be introduced and related to specific topic areas such as the evolution of social behaviour and the evolutionary origins of language and cognition.

Programme module type:	Either PS5235 or PS5236 is compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr I Jentzsch
Lecturer(s)/Tutor(s):	Dr I Jentzsch

PS5236 Evolutionary and Comparative Psychology

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	2
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Tue. (second half of semester)			

This module will address evolutionary and comparative approaches to psychology. The aim is to provide an understanding of major evolutionary forces and how they have shaped animal and human behaviour and psychology. Key principles, concepts and methodologies will be introduced and related to specific topic areas such as the evolution of social behaviour and the evolutionary origins of language and cognition.

Programme module type:	Either PS5235 or PS5236 is compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr C Hobaiter

PS5237 Perception

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	1
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Tue. (second half of semester)			

The aim of this module is to develop an understanding of visual perception and its functions. Stress will be laid on the integration of findings from physiology, neuropsychology, anatomy, and psychophysics. Topic areas covered will include theories of human vision and their application to understanding our ability to perceive distinct visual properties, for example the shape, size, location and identity of objects. Emphasis will be placed on the development of the skill of critical evaluation of evidence and theory, with particular focus on awareness of the latest issues in the discipline.

Programme module type:	Either PS5237 or PS5238 is compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr J Harris
Lecturer(s)/Tutor(s):	Dr J Harris

PS5238 Cognition

SCOTCAT Credits:	10	SCQF Level 11	**Semester:**	1
Planned timetable:	9.00 am - 11.00 am and 2.00 pm - 5.00 pm Thu. (second half of semester)			

The aim of this module is to develop an understanding of human memory and attention. Topic areas covered will include theories of attention, short and long-term memory, processes involved in memory encoding, maintenance and retrieval. Emphasis will be placed on the development of the skill of critical evaluation of evidence and theory. Lectures will be accompanied by practical classes, in which students will gain experience of the experimental methods used in cognitive research, and seminars in which research papers will be critically evaluated.

Programme module type:	Either PS5237 or PS5238 is compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: 1 x 2-hour lecture and 1 x 3-hour practical class.
Assessment pattern:	Coursework = 100%
Module Co-ordinator:	Dr J G Quinn
Lecturer(s)/Tutor(s):	Dr J G Quinn

PS5240 Review

SCOTCAT Credits:	15	SCQF Level 11	**Semester:**	Whole Year
Planned timetable:	To be arranged.			

This review will critically analyse and review complex current material in one particular topic in the study of the mind. Students will be required to attend the School Seminar series and to elect the work presented by one of the speakers as the basis for this essay. As part of the essay they should read relevant publications both by the speaker and by others in the relevant field. Students should consider both the theoretical significance and the real-world relevance of the work.

Programme module type:	Compulsory for M.Sc. Conversion Course Psychology
Learning and teaching methods and delivery:	**Weekly contact**: To be arranged with tutor.
Assessment pattern:	Review = 100%
Module Co-ordinator:	Dr A Astell