Programme Information & PLOs

Title of the new programme – including any year abroad/ in industry variants

MPsych in Psychology

Level of qualification

Please select:	Level 7		
Please indicate if the programme is offered with any year abroad / in industry variants		**Year in Industry** Please select Y/N	No
		Year Abroad Please select Y/N	No

Department(s): Where more than one department is involved, indicate the lead department

Lead Department	Psychology
Other contributing Departments:	

Programme Leader

Please name the programme leader and any key members of staff responsible for designing, maintaining and overseeing the programme.

Prof Sven Mattys

Purpose and learning outcomes of the programme

Statement of purpose for applicants to the programme

Our MPsych course stands out from other comparable courses in that it puts a strong emphasis on scientific methods across all sub-disciplines of behavioural science. The programme is designed to engage students with the theories, perspectives, and methods that are used to study the mind, the brain, and behaviour, whilst also developing practical, high-level skills in empirical investigation and scientific data analysis. The MPsych course provides advanced training in advanced research methods/statistics and specialisation in one of three pathways at the forefront of contemporary behavioural science: (1) Cognitive neuroscience and neuroimaging, (2) Developmental disorders, and (3) Experimental, social, and cognitive psychology. In addition, the MPsych course is dinstinct from other courses in that it gives students practical experience with two research projects rather than one (one in year 3 and a larger one in year 4), thereby equipping students with strong analytical and independent research skills needed for graduate employment. This advanced training, combined with opportunities to develop professional communication and project skills, allow our MPsych students to go on to sought-after graduate-level employment in various sectors of the job market, ranging from health care to education to technology. The programme also equips students with essential skills to undertake a career in research in cognitive neuroscience, developmental disorders, or experimental psychology, and, as such, be competitive applicants for postgraduate research (e.g., PhD).

Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do.
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations, with a particular emphasis on the role of brain functions in human behaviour and experience; through research-led training, acquire specialist knowledge in one of three pathways: Neuroscience and Neuroimaging, Developmental Disorders, or Experimental, Cognitive and Social Psychology.

2	Critically analyse and evaluate theory, and their potential contradictions, within and beyond the field of psychology using empirical evidence to support their reasoning and arguments.
3	Demonstrate a systematic knowledge of a range of advanced and cross-disciplinary research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.
4	Design, conduct, analyse and interpret systematic, scientifically rigorous and ethically sound studies both individually and in groups, using a combination of advanced appropriate quantitative and qualitative methods and statistics, and supported by state-of-the-art digital software; in the context of the empirical research project, gain extensive research experience in a specialist domain of psychology.
5	Communicate complex information effectively using appropriate and discipline-specific written, oral, graphical and electronic means, taking into account diversity among individuals to whom the information is communicated.
6	Explain the potential impact of psychological research and theory on a broad range of real world settings and situations (e.g., classrooms, industry, commerce, healthcare, as well as local and global communities).
7	Solve complex problems using evidence-based and scientific reasoning. Specifically, graduates will be able to identify and pose new research questions, devise new methods to address them, consider alternative approaches to their solutions, and evaluate outcomes.
8	Be a self-critical learner, showing sensitivity to contextual and interpersonal factors. Graduates will be familiar with the complexity of the factors that shape behaviour and social interaction which, in turn, will make them more aware of the bases of problems and interpersonal conflicts.

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

NA.

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

NA.

Explanation of the choice of Programme Learning Outcomes Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

The PLOs are ambitious because they cover great breadth: They aim to produce graduates who (1) Are familiar with not only a broad range of knowledge but also an area of specialisation in psychology, (2) Can reason scientifically and conduct empirical research independently based on two research projects, (3) Can communicate their ideas effectively, and can apply their knowledge and skills to understanding human behaviour in the world at large.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:
The PLOs are distinctive in that they combine skills one might expect to see of a graduate of both a natural sciences and a humanities programme. The PLOs highlight that the MPsych psychology graduate's toolbox contains a combination of advanced research methods, specialist knowledge, hands-on experience with conducting research projects, and excellent communication skills.
iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?
The PLOs capture the development of students' digital literacy by highlighting their training on state-of-the-art technology, research methods, statistics (e.g., meta-analysis), and programming (e.g., E-Prime).
iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employability objectives should be informed by the University's Employability Strategy:
http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/
MPsych graduates are desirable employees because they appreciate how to make and effectively communicate rational, empirically-driven, and statistically sound arguments that are grounded in specialist knowledge of human behaviour and its underpinning mechanisms. Their research methods and advanced statistical skills should be extremely attractive both within and outside psychology. MPsych graduates have been trained to work independently and in teams, and they have state-of-the-art digital literacy skills.
vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?
At our termly personal supervision meetings, individual students' needs are discussed and addressed as far as possible. Ad-hoc remedial sessions in statistics are provided when students express a need for additional support. We also have a dedicated international student officer who is in close contact with our international students through induction sessions and regular meetings. We hold frequent employability tutorials, which require students to undertake an audit of their academic and transferable skills and to record examples of skill development. The tutorials culminate in the production of a Personal Employability Plan (PEP), which students then discuss with their personal supervisor and peers in dedicated groups and individual meetings. In their third year (when the BSc and MPsych programmes start differentiating), MPsych students have a dedicated member of staff (MPsych tutor) with whom any MPsych-related issues can be raised and addressed. This is in addition to their personal supervisor. MPsych students also have their own representatives on every departmental board. We have been offering winter internships to our recent graduants who are still trying to get on the job market in order to improve employability. We regularly highlight the services of the Writing Centre/Math Centre. Staff from the Writing Centre have come to give workshops for students who feel they need extra help.
vii) How is teaching informed and led by research in the department/ centre/ University?
Research-led teaching is at the core of every teaching activity and contact period with the students throughout their degree, especially in the MPsych course. Teaching blocks in all years are taught by research-active experts in the field. Lecture content is updated every year to include new materials arising from recent research. This often includes published research conducted by departmental staff members and sometimes students. Year-1 and year-2 strand practicals involve data collection that occasionally end up being published or are used as pilot data for subsequent articles. Practicals can also be based on replications of existing studies, thus highlighting the link between skills training and actual research. In year 3, MPsych students undertake an empirical project, which is a small version of the larger project they undertake in year 4. Experiments offered as research projects to students in their fourth year can be stand-alone studies but they can also be part of larger studies, some of them funded by external bodies, involving departmental lab groups (PhD students and postdocs). In those cases, the project students are fully integrated into the lab group and attend lab meetings and discussions. Scientists from outside the university, national and international, are invited to present their latest research at our biweekly seminars. Undergraduate students are invited to both the seminars and the post-event reception.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:	*Think critically about fundamental questions in psychological science. They will also have basic skills in developing sound experiments to address specific scientific questions about human behaviour.*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Understand the fundamental scientific underpinnings of psychology and the biological bases of behaviour.	Critically analyse and evaluate mainstream theories, mostly within the field of psychology, using empirical evidence to support reasoning and arguments.	Demonstrate fundamental knowledge of a range of research paradigms, research methods and measurement techniques, including fundamental statistical analysis.	Conduct, analyse and interpret scientifically rigorous and ethically sound studies both individually and in groups, using a small range of quantitative and qualitative methods and statistics, and supported by state-of-the-art digital software.	Communicate effectively using appropriate written, oral and graphical means.	Appreciate the potential impact of psychological research on a broad range of real world settings and situations (e.g., classrooms, industry, commerce, healthcare, as well as local and global communities).	Appreciate the effectiveness of scientific reasoning within and outside psychology.	Become aware of the context-specificity of behavioural analysis in the broad context of society.

Stage 2

On progression from the second year (Stage 2), students will be able to:	*Master the more complex aspects of psychological research, specifically the integration of questions across topics and the need for converging methods. They will be prepared to carry out an empirical project independently.*

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Understand the more complex scientific dimensions of psychology, their limitations, and the deep links with biology and neuroscience.	Critically analyse and evaluate mainstream and contemporary theories within and beyond the field of psychology using empirical evidence to support their reasoning and arguments. Apply these skills to new questions and data sets.	Be able to choose the tools most appropriate for a specific question from a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.	Design, conduct, analyse and interpret systematic, scientifically rigorous and ethically sound studies both individually and in groups, using appropriate quantitative and qualitative methods, and supported by state-of-the-art digital software.	Communicate effectively and confidently using appropriate and advanced written, oral and graphical means.	Explain and critically evaluate the potential impact of psychological research and theory on a broad range of real world settings and situations (e.g., classrooms, industry, commerce, healthcare, as well as local and global communities).	Problem-solve and reason scientifically, i.e., identify and pose research questions, consider more than one way of addressing them, and evaluate outcomes.	Be sensitive to contextual and interpersonal factors. The complexity of the factors that shape behaviour and social interaction will be familiar to psychology graduates and will make them more aware of the bases of problems and interpersonal conflicts.
Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:			*Critically evaluate research in their pathway specialisation, design a sound experiment from the ground up using advanced research methods and statistics, communicate scientific reasoning and results within and outside their area of specialisation. They will be able to carry out a large empirical project independently.*				
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Understand the more complex scientific dimensions of psychology, especially in the area of pathway specialisation, their limitations, and the deep links with biology and neuroscience.	Critically analyse and evaluate theory within and beyond the field of psychology using empirical evidence to support and advanced statistical methods to support their reasoning and arguments. Apply these skills to new questions and data sets.	Be able to choose the tools most appropriate for a specific question in the area of pathway specialisation from a range of research paradigms, research methods and measurement techniques, including advanced statistical analysis, and be aware of their limitations.	Design, conduct, analyse and interpret systematic, scientifically rigorous and ethically sound studies both individually and in groups of different sizes, using appropriate quantitative and qualitative advanced methods, and supported by state-of-the-art digital software.	Communicate effectively using appropriate written, oral and graphical means. Be able to answer questions effectively.	Explain and critically evaluate the potential impact of psychological research and theory on a broad range of real world settings and situations, in particular with relevance to their research pathway (e.g., classrooms, industry, commerce, healthcare, as well as local and global communities).	Problem-solve and reason scientifically, i.e., identify and pose research questions, consider more than one way of addressing them, and evaluate outcomes using advanced statistical methods.	Be sensitive to contextual and interpersonal factors. The complexity of the factors that shape behaviour and social interaction will be familiar to psychology graduates and will make them more aware of the bases of problems and interpersonal conflicts.

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option module' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	PSY00001C	Research Methods I		S		A			A	A	A		A									EA					A	A	A			
20	PSY00002C	Brain and Behaviour I		S									A						A		A	E					A	A	A			
20	PSY00003C	Perception and Cognition I		S									A	A								E					A	A	A			
30	PSY00004C	Development and Language I		S									A													EA	A	A	A			A
30	PSY00005C	Social, Personality, and Abnormal Psychology I		S									A		A									A		E	A	A	A			A

Stage 2

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	PSY00001I	Research Methods II		S	A								A									EA					A	A	A			
30	PSY00002I	Brain and Behaviour II		S				A	A				A													E	A	A	A			A
30	PSY00003I	Perception and Cognition II		S									A							A			A			E	A	A	A			A
20	PSY00004I	Development and Language II		S									A						A			E			A		A	A	A			
20	PSY00005I	Social, Personality, and Abnormal Psychology II		S									A			A						E					A	A	A			

Stage 3

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
10	PSY00001h	Literature Survey	S									EA																				
20	PSY00034h	Advanced Research Methods																					S			E	A	A	A			
10	PSY00044h	Research Project											S									EA										

20	PSY00003h to PSY000043h	Advanced Modules (26 in all, of which MPsych students choose 4)		S								E	A	S								E					A	A	A			
Cognitive neuroscience and neuroimaging pathway																																	
10	PSY00038h	Basic Principles in Neuroimaging		S								E	A																				
30	PSY00039h	Research Design and Analysis in Neuroimaging												S								E	A										
Developmental disorders pathway																																	
20	PSY00040h	Advanced Issues in DD		S								E	A																				
20	PSY00041h	Assessment and Treatment of DD												S								E					A	A	A			
Experimental, social, and cognitive psychology pathway																																	
20	PSY00036h	Practical Skills in ECSP		S								E	A																				
20	PSY00035h	Advanced Issues in ECSP												S								E	A										

Stage 4

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
20	PSY00024m to PSY00064m	Advanced Modules (27 in all, of which MPsych students choose 2)		S								E	A	S								E					A	A	A			
80	PSY00045m	Project	S																							EA						

Optional module lists If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H

Management and Admissions Information

This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education Level 4/Certificate
Diploma of Higher Education Level 5/Intermediate
BSc (Hons) Psychological Studies Eligible students need 360 credits; including 100 at level 6 -this award is intended for students who leave the MPsych programme after year 3, and have not therefore completed the project required for BPS recognition

Admissions Criteria

TYPICAL OFFERS
A levels AAA/AAB
IB Diploma Programme 36/35 points including one Higher level in a science subject
BTEC Extended Diploma DDD (in a science, see Department website)

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
MPsych degree (Psychology)	4	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	Yes	if No move to next Section if Yes complete the following questions

Name of PSRB

The programme is accredited by the British Psychological Society, which confers eligibility for membership of the Society and provides Graduate Basis for Registration as a Psychologist (for
students graduating at least in the lower second class). Date of last accreditation: June 2016.

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	Yes	

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad
https://www.york.ac.uk/staff/teaching/procedure/programmes/design/__

Please Select Y/N:	No	

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	

Additional details:

Transfer between BSc Psychology and MPsych possible at end of Year 2, subject to satisfactory progress.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	

Additional details:

Transfer between BSc Psychology and MPsych possible at end of Year 2, subject to satisfactory progress.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception Please detail any exceptions to University Award Regulations approved by UTC	**Date approved**

Date on which this programme information was updated:

03/02/2017

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

			Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Year and Term	**Strand or Module**		Understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations, with a particular emphasis on the role of brain functions in human behaviour and experience; through research-led training, acquire specialist knowledge in one of three pathways: Neuroscience and Neuroimaging, Developmental Disorders, or Experimental, Cognitive and Social Psychology.	Critically analyse and evaluate theory, and their potential contradictions, within and beyond the field of psychology using empirical evidence to support their reasoning and arguments.	Demonstrate a systematic knowledge of a range of advanced and cross-disciplinary research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.	Design, conduct, analyse and interpret systematic, scientifically rigorous and ethically sound studies both individually and in groups, using a combination of advanced appropriate quantitative and qualitative methods and statistics, and supported by state-of-the-art digital software; in the context of the empirical research project, gain extensive research experience in a specialist domain of psychology.	Communicate complex information effectively using appropriate and discipline-specific written, oral, graphical and electronic means, taking into account diversity among individuals to whom the information is communicated.	Explain the potential impact of psychological research and theory on a broad range of real world settings and situations (e. g., classrooms, industry, commerce, healthcare, as well as local and global communities).	Solve complex problems using evidence-based and scientific reasoning. Specifically, graduates will be able to identify and pose new research questions, devise new methods to address them, consider alternative approaches to their solutions, and evaluate outcomes.	Be a self-critical learner, showing sensitivity to contextual and interpersonal factors. Graduates will be familiar with the complexity of the factors that shape behaviour and social interaction which, in turn, will make them more aware of the bases of problems and interpersonal conflicts.
Year 1 (both terms)	**CORE Brain and Behaviour**	*Progress towards PLO:*	By learning about principles of neuroscience and their importance in studying cognitive functions.	By understanding how theories build upon empirical research.	By understanding how different techniques in neuroscience can ask specific theoretical questions.	By being exposed to the various steps involved in experimental designs perceptual after-effects.	By synthesising the information provided during the practical session into a coherent report.	By becoming aware of how an understanding of brain mechanisms can inform intervention and well-being.		
		By working on (and if applicable, assessed through)	By assimilating the lectures' content and related scientific articles.	By paying particular attention to the wide arrays of methods described in the lectures.		By contributing individual data to a real scientific experiment in a lab report and analysing/interpreting those data using statistical analyses.	By contributing both a written practical report and verbal discussion during tutorials.	By reading the recommended articles on applied aspects of brain research and integrating them in an essay.		By engaging in small group tutorials and receiving immediate feedback on contribution.
	CORE Development & Language	*Progress towards PLO:*	By learning about fundamental questions underpinning human development and the processes and representations involved in language processing.	By understanding how language and development theories build upon empirical research.		By being exposed to the various steps of an actual experiment simulating word learning in infancy through statistical learning.	By synthesising the information provided during the practical session into a coherent report.	By becoming aware of how an understanding of development and language can inform healthcare practice and technological innovation.	By thinking about outstanding questions and ways to address them and evaluate them using a scientific method in mini-project work.	By working in small groups to complete a mini-project.
		By working on (and if applicable, assessed through)	By assimilating the lectures' content and related scientific articles.	By paying particular attention to the wide arrays of methods described in the lectures.		By contributing individual data to a real scientific experiment in a lab report and analysing/interpreting those data using statistical analyses.	By writing a laboratory report on the experiment run during the practical and by presenting findings from the mini-project to students and faculty.	By reading the recommended articles on developmental and language disorders and integrating them in an essay.	By designing, conducting and presenting the results of an experiment on a chosen research question during mini-project work.	By engaging in small group tutorials and receiving immediate feedback on contribution.
	CORE Perception & Cognition	*Progress towards PLO:*	By learning about fundamental facts about human cognition and sensory systems and the processes and representations involved in cognitive and perceptual processing.	By understanding how theory and data are interlinked.	By an appreciation of behavioural and psychophysical techniques.	By being exposed to the various steps of an actual experiment about perceptual recalibration.	By synthesising the information provided during the practical session into a coherent report.			
		By working on (and if applicable, assessed through)	By assimilating the lectures' content and related scientific articles.	By an appreciation of the fact that anything can be studied from a scientific perspective as long as testable prediction can be made.		By contributing individual data to a real scientific experiment in a lab report and the final year project and analysing/interpreting those data using statistical analyses.	By contributing both a written practical report and verbal discussion during tutorials.			By engaging in small group tutorials and receiving immediate feedback on contribution.

	CORE Social, Personality, and Abnormal Psychology	*Progress towards PLO:*	By considering the historical development of scientific attitudes towards, and consequent understanding of the fundamentals of mental illness and the social consequences of these differing approaches.	By becoming aware of the importance of critical evaluation and objective scrutiny of prevailing viewpoints in social, personality and abnormal psychology.		By being exposed to the various steps of an actual experiment about social media.	By noting conventional ways of reporting information and results in each weekly topic.	By learning, from specific examples, the value of scientific research in improving the quality of life of vulnerable individuals in society (e.g., through improved pharmaco- or psychodynamic therapies).	By becoming aware of the many differing attempts to understand the essential elements of targeted social and mental issues, and their variable effectiveness. By thinking about outstanding questions and ways to address them and evaluate them using a scientific method in mini-project work.	By understanding the importance of social context in the affective and cognitive interpretations of interpersonal exchanges. By working in small groups to complete a mini-project.
		By working on (and if applicable, assessed through)	By paying attention to the many examples provided in lectures of empirical research findings leading to progress in social, personality & abnormal psychology.	By learning, through consistent and repeated demonstration, the insights gained in the fields of social, personality and abnormal psychology through practical and thoughtful experimentation.		By contributing individual data to a real scientific experiment in a lab report and analysing/interpreting those data using statistical analyses.	By contributing both a written practical report and verbal discussion during tutorials, as well as presenting findings from the mini-project to students and faculty.	By making bridges between theory and clinical practice and integrating them in an essay.	By designing, conducting and presenting the results of an experiment on a chosen research question during mini-project work.	By engaging in small group tutorials and receiving immediate feedback on the significance of the social dimension in human psychological functioning.
	CORE Research Methods	*Progress towards PLO:*	By learning about research conduct, experimental design and statistical analysis, and the importance of these ideas in experimental psychology.	By reasoning from simple data as a foundation of critical analysis and argument.	By understanding how different experimental designs and analytic techniques can address specific theoretical questions.	By engaging with foundational knowledge concerning design, conduct, analysis and interpretation of quantitative and qualitative data.	By learning the communicative conventions associated with research methods in psychology.	By acquiring thinking skills that are domain-general and using those skills to reason about a broad range of topics including health and education.	By acquiring statistical, critical, and experimental skills required to extract meaning from data and to generate and test theory-driven hypotheses.	By learning about research ethics and experimental design; by learning about variability as a fundamental characteristic of natural data.
		By working on (and if applicable, assessed through)	By assimilating the lectures' content and engaging in practical work.	By deploying the wide arrays of methods described in the lectures.	By using different experimental designs and analytic techniques to test hypotheses and inform conclusions.	By designing, conducting, analysing and interpreting scientific studies (performed and assessed both individually and in groups), using appropriate quantitative and qualitative methods and statistics, and supported by appropriate software.	By demonstrating an appropriate use of the communicative conventions in various types of written assessment.	By developing the relevant thinking skills in different contexts, and by using those skills to complete assessments.	By practising a range of problem-solving and scientific reasoning tasks and demonstrating those skills in the assessments.	By reflecting on ethical norms and design options; by applying techniques to real and artificial datasets and integrating them in the strand practical reports.
Year 2 (both terms)	**Brain and Behaviour**	*Progress towards PLO:*	By learning about how the human brain mediates higher and more complex mental functions such as attention, language, memory and action.	By understanding how theories build upon multi-disciplinary empirical research.	By understanding how different techniques in neuroscience can ask and answer specific theoretical questions.	By understanding the various steps of an actual experiment about the role of the hippocampus in topographical memory.	By synthesising the information provided during the practical into a coherent report, taking into account past feedback.	By becoming aware of how an understanding of brain mechanisms can inform intervention and well-being.	By thinking about outstanding questions and ways to address them and evaluate them using a scientific method in mini-project work.	By working in small groups to complete a mini-project.
		By working on (and if applicable, assessed through)	By assimilating the lectures' content and related scientific articles.	By paying particular attention to the wide arrays of methods described in the lectures.		By contributing individual data to a real scientific experiment in a lab report and analysing/interpreting those data using statistical analyses.	By writing a laboratory report on the experiment run during the practical, building upon feedback from Y1, and by presenting findings from the mini-project to students and faculty.	By reading the recommended articles on applied aspects of brain research and integrating them in an essay.	By designing, conducting and presenting the results of an experiment on a chosen research question during mini-project work.	By engaging in small group tutorials and receiving immediate feedback on contribution.
	CORE Development & Language	*Progress towards PLO:*	By learning about advanced and contemporary controversies about human development and the processes and representations involved in language processing.	By understanding how language and development theories build upon empirical research and relate to each other.		By understanding the complexity of measuring children's behaviour while they are engaged in a cooperative task.	By synthesising the information provided during the practical into a coherent report, taking into account past feedback.	By becoming aware of how an understanding of development and language can inform healthcare practice and technological innovation.		
		By working on (and if applicable, assessed through)	By critically analysing converging and diverging evidence reviewed in the lectures and related scientific articles.	By paying particular attention to the wide arrays of methods described in the lectures and understanding the fit between questions and methods.		By coding and analysing the behaviour of children from videos and subsequently interpreting those data using statistical analyses and writing up the conclusions in a lab report.	By writing a laboratory report on the experiment run during the practical, building upon feedback from Y1.	By reading the recommended articles on developmental and language disorders and integrating them in an essay.		By engaging in small group tutorials and receiving immediate feedback on contribution.
	CORE Perception & Cognition	*Progress towards PLO:*	By learning about advanced and contemporary controversies about human cognition and the processes and representations involved in cognitive processing.		By engaging with module practicals.	By understanding the various steps of an actual experiment about memory word spans.	By synthesising the information provided during the practical into a coherent report, taking into account past feedback.		By thinking about outstanding questions and ways to address them and evaluate them using a scientific method in mini-project work.	By working in small groups to complete a mini-project.

		By working on (and if applicable, assessed through)	Lecture materials and completing post-lecture tests.		Completing laboratory practicals.	By contributing individual data to that experiment and subsequently analysing/interpreting those data using a range of statistical analyses and writing up the conclusions in a lab report.	By writing a laboratory report on the experiment run during the practical, building upon feedback from Y1, and by presenting findings from the mini-project to students and faculty.		By working in small groups on the mini-project, students pose a research question, design a study to address the question, collect data relevant to the question and draw appropriate conclusions. By reflecting on this project work they are then able to refine their ideas and are well-placed to begin work on their empirical project.	By engaging in small group tutorials and receiving immediate feedback on contribution.
	CORE **Social, Personality, and Abnormal Psychology**	*Progress towards PLO:*	By examining further the historical progress of theories aimed to understand social behaviours and by examining the limitations of different theories and measurements of personality and intelligence.	By becoming aware of the importance of critical evaluation and objective scrutiny of prevailing viewpoints in social, personality and abnormal psychology.		By being exposed in detail to the processes involved in the development of different personality and intelligence measures as well as understanding qualitative approaches to communication.	By becoming increasingly active in presenting research using appropriate means during tutorials and other areas of study.	By becoming increasingly aware of the process and practice of interpersonal communication in social settings as well as processes involved in group situations.		
		By working on (and if applicable, assessed through)	By understanding the theories and measurements presented in the lectures and reading materials.	By paying attention to and critically evaluating the wide array of theories and measurements presented in the lectures and reading materials.		As part of a lab report, by running the appropriate statistical analyses on a new measure to test their robustness and conducting qualitative analyses on pre-recorded communication.	By contributing both a written practical report and verbal discussion during the practical, building upon feedback from Y1, and verbal discussion during tutorials.	By analysing explicit examples of interpersonal exchanges via video and role-playing exemplars and by discussing examples of intra- and inter-group situations.		By engaging in small group tutorials and receiving immediate feedback on contribution.
	CORE **Research Methods**	*Progress towards PLO:*	By learning about core ideas in research conduct, experimental design and statistical analysis, and the importance of these ideas in experimental psychology.	By reasoning from data as a foundation of critical analysis and argument.	By understanding how different experimental designs and analytic techniques can address specific theoretical questions.	By engaging with advanced knowledge concerning design, conduct, analysis and interpretation of quantitative and qualitative data.	By actively using the communicative conventions associated with research methods and building on previously acquired knowledge.	By acquiring further thinking skills that are domain general and using those skills to reason about a broad range of topics including health and education.	By acquiring further statistical, critical, and experimental skills required to extract meaning from data and to generate and test theory-driven hypotheses.	By learning more about research ethics and experimental design; by learning about variability as a fundamental characteristic of natural data.
		By working on (and if applicable, assessed through)	By assimilating the lectures' content and engaging in practical work.	By deploying the wide arrays of methods described in the lectures.	By using different experimental designs and analytic techniques to test hypotheses and inform conclusions.	By designing, conducting, analysing and interpreting scientific studies (performed and assessed both individually and in groups), using appropriate quantitative and qualitative methods and statistics, and supported by appropriate software.	By practising the conventions and completing course assessments.	By encountering the relevant thinking skills in different contexts, and by using those skills to complete assessments.	By practising a range of problem-solving and scientific reasoning tasks and demonstrating those skills in the assessments.	By reflecting on ethical norms and design options; by applying techniques to real and artificial datasets and integrating them in the strand practical reports.
Year 3 **(both terms)**	**OPTIONAL MODULES** **Advanced Modules in Brain and Behaviour (neuroimaging, vision, nature and nurture, face perception, self-generated thought, attention, memory)**	*Progress towards PLO:*	By learning about the latest theories and models in cognitive neuroscience, with an emphasis on key and contemporary findings in the field.	By understanding how complementary methods in neuroscience help the understanding of the link between mind and brain.	By discovering how the design and analysis of experiments using techniques in neuroscience can be used to address specific research questions.		By engaging in class debates, in a leading or supporting role.	By making links between discoveries in cognitive neuroscience research and real-life technological implications or clinical interventions.		By working in small groups on oral presentations, often with classmates from different cultural and linguistic backgrounds.
		By working on (and if applicable, assessed through)	By assimilating target articles and comparing their implications in an exam and an essay.	By presenting and trying to reconcile articles that used different techniques to address issues in cognitive neuroscience.	By discussing the methodological aspects of target papers and, whenever possible, experimenting with the paradigms in class.		By presenting and discussing cutting-edge articles individually or in group, and by receiving individual formative feedback.	By discussing relevant cases of neurological or developmental disorders during group discussions, and by receiving individual formative feedback. By integrating this knowledge in the final essay.		
	OPTIONAL MODULES **Advanced Modules in Development & Language (animal communication, discourse, speech, emotional development, brain and language, developmental disorders)**	*Progress towards PLO:*	By learning about the latest theories and models in language and development research, with an emphasis on the more prominent findings in the field.	By understanding the limitations of single-method approaches in language and development research.	By discovering the power of paradigms adapted to specific populations (infants, young adults, old adults, individuals with language disorders) and specific research questions.		By engaging in class debates, in a leading or supporting role.	By making links between discoveries in development/ language research and real-life technological implications or clinical interventions.		By working in small groups on oral presentations, often with classmates from different cultural and linguistic backgrounds.

		By working on (and if applicable, assessed through)	By assimilating target articles and comparing their implications in an exam and an essay.	By presenting and trying to reconcile articles that offer contradictory conclusions.	By discussing the methodological aspects of target papers and, whenever possible, experimenting with the paradigms in class.		By presenting and discussing cutting-edge articles individually or in group, and by receiving individual formative feedback.	By discussing relevant cases of language disorders, early-childhood case studies, language corpora etc. in the media during group discussions, and by receiving individual formative feedback. By integrating this knowledge in the final essay.		
	OPTIONAL MODULES Advanced Modules in Perception & Cognition (mind and brain, social media, preference and choice, numerical cognition, psychology of sleep)	*Progress towards PLO:*		By engaging with wider philosophical issues in cognitive science.			By engaging in class debates, in a leading or supporting role.			By working in small groups on oral presentations, often with classmates from different cultural and linguistic backgrounds.
		By working on (and if applicable, assessed through)	By assimilating target articles and comparing their implications in an exam and an essay.	By writing an advanced-level essay.			By presenting and discussing cutting-edge articles individually or in group, and by receiving individual formative feedback.			Students must decide for themselves how to divide up the responsibilities in various debating teams.
	OPTIONAL MODULES Advanced Modules in Social, Personality, and Abnormal Psychology (social and online interactions, social & affective neuroscience, self-initiated thought, drug addiction)	*Progress towards PLO:*	By examining in detail the neural mechanisms that underlie social and emotional experience.	By learning the extent to which existing psychological theories can be applied to exemplars of the real world human interactions and social behaviour.	By learning about techniques used in the full range of appropriate fields, from the biological to the social.		By engaging in class debates, in a leading or supporting role.	By understanding the value of social neuroscience research in improving the quality of life of individuals in society.	By becoming aware of limitations of each of the currently available neuroscience methods and specific challenges researchers in the field typically face.	By becoming aware of possible factors (e.g., social context, individual difference, etc.) that modulate effects of a manipulation on brain activations.
		By working on (and if applicable, assessed through)	By assimilating target articles and comparing their implications in an exam and an essay.	By paying particular attention to studies which have tested these theories and assimilating this knowledge into an examination essay.	By critically evaluating not simply the findings of selected studies, but the techniques used to derive these findings.		By presenting and discussing cutting-edge articles individually or in group, and by receiving individual formative feedback.	By discussing specific neuroimaging studies that address real world problems, and by receiving individual formative feedback. By integrating this knowledge in the final essay.	By learning from specific examples of studies that used a creative, novel way to overcome methodological limitations and discussing how to accurately interpret findings from these studies.	By discussing studies that test the modulating effect of race, social context, personality traits, etc. on social cognition such as empathy, social pain and reward processing.
	OPTIONAL MODULES Advanced Modules in Clinical Psychology (therapeutic techniques, application of cognitive behavioural therapy, professional conduct as a clinical psychologist)	*Progress towards PLO:*	By exploring the history of progress in understanding the fundamental causes of mental distress, from both psychological and a biological perspectives.	By understanding the importance of a priori theoretical concepts in promoting sound theory in clinical conceptualisations.	By being acquainted with the range of techniques and procedures that are employed in the clinical literature.		By using a range of methods, from group discussion to role play.	By understanding the importance of theory and empirical evaluation in advancing clinical support.		By becoming aware of the importance of social and cultural context in forming the precise clinical condition.
		By working on (and if applicable, assessed through)	By becoming aware, based on specific examples, of how therapeutic techniques have developed in response to empirical examination.	By critically evaluating specific examples of 'competing' techniques as used in clinical settings, and how they may therefore reflect on underlying conceptualisation of distress.	By directly comparing the specific advantages and disadvantages of a range of clinical therapies to make clear the specific uses best made by each technique.		By applying a specific technique, e.g., role playing, to help increase understanding of the difficulties involved in both being a therapist and coping with mental distress.	By examining the specific psychological benefits that can be achieved when a therapy is applied appropriately. By integrating this knowledge in the final essay.		By discussing specific examples of cultural and social effects on the experience of mental illness.
	OPTIONAL MODULES Advanced Module in Research Methods	*Progress towards PLO:*	By learning about the history and development of inferential statistics, including effect sizes and Bayesian vs Frequentist methods.	By discussing the statistical criteria that constitute convincing evidence (by covering effect size).	By learning how to use power analysis, meta analysis, stochastic methods (bootstrapping), nonlinear curve fitting, multivariate statistics, Fourier analysis and Bayesian statistics.	By learning meta-analysis and power analysis.	By learning, through examples throughout the course, graph plotting and use of statistics to summarise data.	By focusing on real-world applications of statistical methods (i.e. commercial, industrial, social, online, etc.).	By discussing experimental design, particularly focussing on power analysis.	
		By working on (and if applicable, assessed through)	By discussing the above issues in lectures, through student presentations and essay-based exams.	By discussing the above issues in lectures, student presentations and essay-based exams.	By doing a written essay and practical sessions on programming skills and online quizzes.	By doing a written exam and by student presentations.	By learning to program in R, conduct statistical tests and produce graphical summaries. By demonstrating these skills in oral and written assessments.	By researching set topics in small groups (2-4) and producing assessed PowerPoint slides and oral group presentations.	By considering issues of sample size and power, and comparing power for different experimental designs using R.	

	CORE **Literature Survey**	*Progress towards PLO:*	By learning to appreciate the critical distinction between unsupported opinion and empirically-based reasoning.	By developing a question of psychological relevance that can be evaluated empirically.	By placing special emphasis on evaluation of methodological components of selected research output.		By discussing the development of a survey question with other members of a student group and with the supervisor.		By developing a clearly defined research question of relevance to psychology, and then applying the existing scientific literature to its critical evaluation.	By searching a vast literature on often sensitive topics. Selecting the most representative studies on both sides of an argument, with an appreciation of possible biases and prejudices.
		By working on (and if applicable, assessed through)	By examining the impact of established research literature on the veracity of an initial question of psychological significance.	By examining the survey question with careful attention both to the strengths and the potential weakness of the most appropriate research literature.	By examining the techniques and procedures used in research papers in a highly critical fashion, and with awareness of the need to avoid or minimise preconception bias.		By being able to both outline to others the strengths of a developing survey, and open to discussion of potential weaknesses.		By carefully marshalling the most appropriate studies to the identified question, and weighing their merits in carefully considered sequence and learning to come to a conclusion based squarely on that evidence rather than any preconceived preferences.	By spending time in the library or searching electronic databases, focusing on sources of information ranging from blogs to scientific articles.
	CORE **Research Project**	*Progress towards PLO:*	By exploring an empirically testable hypothesis from initial theory.	By examining the available literature relevant to a theory in the development of a testable hypothesis.	By considering various methods and statistical approaches to address a specific question.	By providing targeted meetings for both group and individual evaluation of research progress.	By encouraging both individual and group debate on research progress, and the formation of a final research report.		By supporting constructive debate on the development and carrying out of a research programme.	By making decisions in group, often the result of a compromise, and work together towards shared goals.
		By working on (and if applicable, assessed through)	By reading up on the initial theoretical question and presenting their results orally.	By critically evaluating several ways of answering a specific question.	By discussing these methods in small groups and defending them to fellow students and staff.	By encouraging open and honest exchange of views on the current research programme, to improve understanding of its current state and to avoid potential pitfalls during its completion.	By receiving constructive feedback during group sessions.		By provision of multiple opportunities for discussion between other students and the project supervisor on the merits and possible issues with a projected or current research project.	By spending time with research group members and self-managing meeting schedules.
	CORE **Pathway 1: Cognitive neuroscience and neuroimaging (Basic Principles in Neuroimaging; Research Design and Analysis in Neuroimaging)**	*Progress towards PLO:*	By exploring the most recent advances in neuroscience and the methods supporting it.	By understanding the limitations of single-method approaches to the biological bases of behaviour.	By evaluating a range of possible methods and statistical approaches to scientifically testable neuropsychological hypotheses.		By engaging in class debates, in a leading or supporting role over case studies.		By highlighting limitations of each of the currently available neuroscience methods and specific challenges researchers in the field typically face.	By becoming aware of potentially diverging views during group presentations.
		By working on (and if applicable, assessed through)	By comparing methods and their adequacy.	By presenting and trying to reconcile articles that offer contradictory conclusions.	By discussing and evaluating possible methods of assessment of research question. By practising programming for neuroimaging research.		By presenting and discussing cutting-edge articles using sophisticated graphic means.		By discussing specific examples of studies that used a creative, novel way to overcome methodological limitations when studying the brain and discussing how to accurately interpret findings from these studies.	By receiving feedback on presentation style and ability to answer questions.
	CORE **Pathway 2: Developmental disorders (Advanced Issues in DD; Assessment and Treatment of DD)**	*Progress towards PLO:*	By exploring the most recent advances developmental disorders.	By understanding the limitations of single-method approaches to the developmental disorders.	By evaluating a range of possible diagnostic tools and their sensitivity to disorder severity.		By engaging in class debates, in a leading or supporting role.	By highlighting the presence of developmental disorders in the general population.	By highlighting limitations of each of the currently available batteries of tests and specific challenges researchers in the field typically face.	By becoming aware of potentially diverging views regarding mental health treatment.
		By working on (and if applicable, assessed through)	By discussing diagnoses an clinical assessments of specific disorders.	By presenting and trying to reconcile articles that offer contradictory conclusions.	By discussing and evaluating such tools and applying them to cases through exercises.		By presenting and discussing cutting-edge articles using sophisticated graphic means.	By discussing the interaction between culture and type of treatment.	By discussing specific examples of studies that used a creative, novel way to overcome methodological limitations and discussing how to accurately interpret findings from these studies.	By receiving feedback on presentation style and ability to answer questions.
	CORE **Pathway 3: Experimental, social, and cognitive psychology (Practical Skills in ECSP; Advanced Issues in ECSP)**	*Progress towards PLO:*	By exploring the interface between behavioural theories and applications to real-live questions.	By examining the available literature relevant to a theory in the development of a testable hypothesis.	By evaluating a range of possible methods and statistical approaches to applied psychological research.	By teaching basic programming languages.	By encouraging both individual and group debate on research progress, and the formation of a final research report.	By teaching on applied psychological research and providing ground-breaking examples is social and cognitive psychology.	By support for constructive debate on the development and carrying out of a research programme.	By highlighting the difficulty in developing psychological applications that can be equally effective across cultures.

		By working on (and if applicable, assessed through)	By discussing the above issues in lectures, through student presentations and essays.	By critically evaluating the current strengths and weaknesses of targeted research are in forming the most appropriate novel hypothesis, mostly through an essay.	By discussing the merit of such methods in measuring sensitivity, validity, and replicability.	Hands-on programming exercises and application to real experiments.	By presenting the results of experiments in a poster and a report.		By provision of multiple opportunities for discussion between other students and the project supervisor on the merits and possible issues with a projected or current research project.	By working on a specific project alone (e.g., Python code) and then comparing their answers with the lecturer's correct solution and adjusting their mode of working accordingly.
Year 4 (both terms)	**OPTIONAL MODULES These are the same as in year 3, but they are assessed at level M, i.e., they include an additional 3000-word essay.**									
	CORE MPsych Project	*Progress towards PLO:*	By exploring the development of an empirically testable hypothesis based on a current theory.	By examining the literature and considering ways in which that literature leads to the development of a testable hypothesis.	By evaluating a range of possible methods and statistical approaches appropriate for a specific hypothesis.	By providing targeted meetings for both group and individual evaluation of research methods and statistical tools.	By encouraging individual reflection and group debates on research progress and on the development of a final research report.	By encouraging links between a basic research question and real-life problems.	By supporting constructive debates on the adequacy of the project design to address a particular question.	By making decisions in group, often the result of a compromise, and work together towards shared goals.
		By working on (and if applicable, assessed through)	By careful scrutiny of the pros and cons of alternative approaches to testing a scientific question.	By critically evaluating the current strengths and weaknesses of a targeted research hypothesis.	By discussion and evaluation of the possible methods of assessment of research question and feedback from supervisor and research team.	By exploring, throughout the project, the benefits and limitations of statistical tests; assessed formatively by feedback on the project draft and summatively by a final research project.	By providing of constructive feedback both during individual and group sessions and on a draft version of the final report.	By referring to successful applications to real-life problems in the past.	By provision of multiple opportunities for discussion between other students and the project supervisor on the merits and possible issues with a projected or current research project; assessed through work in the project including identification and refinement of research areas and questions for analysis, considering a range of possible approaches to their solution and evaluation via scientifically reasoned argument.	By spending time with research group members and self-managing meeting schedules.